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ABSTRACT

Part 1 of this conference consists of the six papers presented: (1) "Readers and Reading in 1980," (2) "A Futuristic View of Libraries, Information Transfer, and Media Forms," (3) "A Relative Influence of the Bookseller and the Library on the Publishing Decision," (4) "World Without Walls," (5) "Getting People to Read--Whose Responsibility?" and (6) "Judging Quality in Contemporary Children's Books." Part 2 is a presentation of the association's business proceedings. (Author/NH)

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TWENTY-THIRD BIENNIAL CONFERENCE
SOUTHWESTERN LIBRARY ASSOCIATION

Fort Worth, Texas

November 5-7, 1970

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SCIENCE, INDUSTRY, AND THE LIBRARY

To promote all library interests and services in the Southwestern United States and Mexico, especially in the states of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma and Texas.

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PAPERS AND PROCEEDINGS

Edited by

Lee B. Brawner

CONTENTS

Part I - Papers

Readers and Reading in 1980	*Peter Jennison*	1
A Futuristic View of Libraries, Information Transfer, and Media Forms	*Vincent E. Giuliano*	7
A Relative Influence of the Bookseller and the Library on the Publishing Decision	*Simon M. Bessie*	16
World Without Walls	*Kathleen Molz*	23
Getting People to Read -- Whose Responsibility?	*Dan Lacy*	31
Judging Quality in Contemporary Children's Books	*Hans A. Halbey*	40

Part II - Proceedings

Southwestern Library Association Officers 44

Preconference Workshops and Institutes 48

23rd Biennial Conference Program 51

Convention Committee 59

Conference Exhibitors 60

Council for the ALA Goals Award Project 69

Executive Board Meeting Minutes 71

Business Session Minutes 75

Standing Committee Reports 77

Special Committee Reports 89

Other Reports to Executive Board 101

Reports from the State Associations 107

Section Officers and Reports 120

READERS AND READING IN 1980
Peter Jennison, Executive Director,
National Book Committee

Predictions are always subject-to-change-without-notice, or, due-to-circumstances-beyond-our-control, tomorrow has been cancelled. Nevertheless, barring Doomsday, we can reasonably anticipate some of the major trends which are conditioning the ways in which we are likely to live and work in the 1980s.

Few of us are immune to Alvin Toffler's Future Shock, the cultural collisions, the whiplash of accelerated social change in an era when the unthinkable tends to become the actual. The shaping forces of the society of the 1980s--of culture, of values, and of social structure--are to some degree in evidence now. All are effected by the critical changes occurring in what Daniel Bell calls the postindustrial society, what Zbigniew Brzezinski in his new book, Between Two Ages, describes as the technetronic era, and what Charles Reich in his new book, The Greening of America, terms the corporate state.

All indicators point to the primacy of knowledge and the dominance of the university in assuming the functional role in society formerly played by the church and the corporation. In this light, we can see the present turmoil on college and university campuses as more than protest against the dehumanization of education and dissent from sterile political priorities. We are observing a basic struggle for possession of the levers of power.

I shall not try here to reproduce the demographic and cultural projections developed for the original version of this paper prepared for the national prototype of this conference in April, 1969. Those proceedings, the Future of Adult Books and Reading, will be published soon by the American Library Association. I can, however, present today a digest of the more significant findings and conclusions of that report.

First, some shifts in the next decade in the composition and distribution of the population, by area and age, should be noted.

The population of the United States will approach 258 million, with 80 million households--some 10 million more than we have now. At least 130 million persons will be concentrated in three megalopolitan areas: Boston to Washington, D. C.; Chicago-Pittsburg-Toronto; San Diego-Santa Barbara. Metropolitan areas will grow from 113 million persons in 1960 to 178 million, a jump from 53 percent to 71 percent of all Americans. The West will have doubled its metropolitan population; the South will show the greatest relative increase--75 percent; and the Southwest will have a substantial but somewhat lower percentage increase in its urban centers.

Between now and 1980, as if we did not know, the fastest-growing segment of the population will be the 20-34 year-old age group.

Educational projections indicate that virtually every college and university will be in year-round operation; that at least a third of the population 25 years or older will have completed high school as compared to roughly one-fourth now; that the percentage completing four or more years of college will have risen to nearly 20 percent, almost double today's figure. In 1980 about 12 million

persons will be enrolled in public and private instituions of higher education. Enrollment in two-year institutions will have risen from 900,000 to nearly 3 million; and there will be three times the present number of graduate and professional students, primarily in the social sciences and humanities.

Who will constitute then what we term "the power structure," now largely dominated by an alliance of persons representing the corporate-political state? With the computer-utility industry becoming as fundamental and pervasive in the next 15 years as the electric power industry, the human managers of the computer power-centers will form an elite class. At the same time, the ability to use an individual computer, console station, skillfully and flexibly (for self or continuing education at home, to cite a major example) may become as widespread as the ability to play bridge or drive a car.

Another elite class will develop with the pressing need for deliberate management of the future, with the planner eventually displacing the lawyer as the key social legislator and manipulator.

A third group to grow in numbers and influence is, clearly, the generators, producers, packagers and distributors of the information which will be supplied through all media of communication.

Paralleling these groups will be a growing number of people identified with what Charles Reich calls the "new Consciousness" (or "Con III - Con I being the puritan ethic and Con II the organization man upon whom the corporate state depends).

"What the times urgently demand," Reich writes, "what our survival demands, is a new consciousness that will reassert rational control over the industrial system and the corporate state, and transform them into a way of life that protects and advances human values. It is not necessary to destroy our machines or our material well-being; it is only necessary to guide them. Such a new consciousness must reject the old myths, must reject the mindless operation of the state, must reassert the reality of nature and of man's nature. Today, in this moment of the most desperate need, that new consciousness is at last emerging --the spontaneous outgrowth of the fears and hopes of the new generation."

One would like to share Reich's optimism. Today's a youth-generated counter-culture is not likely to be the prevailing culture 15 years from now, though it is already affecting the tastes and attitudes of a significantly large part of the generation which will be tomorrow's producers, managers and consumers of information.

Nor should we discount the political power of those who view the future in terms of repression and the application of greater Orwellian controls over out thoughts and behavior.

What will be the principal characteristics of the adult publics served by libraries in the 1980's?

First, having been exposed to an ever-growing assortment of electronic learning devices, those educated, employed and affluent

persons living in the renewed urban centers and metropolitan rings will expect public libraries to approximate the rather sophisticated learning-resource centers they used in colleges and universities. They will, moreover, be able and willing to pay for such services.

Second, there will be a steadily rising demand for multimedia library materials which reinforce continuing education, especially in retraining for jobs and for paraprofessional, social service careers.

Third, libraries will need to satisfy what Daniel Bell calls "self-cultivation." The increase in the number of stimuli, the many new windows onto the world, the diversity of cultures, all may increase the demand for materials--and here books are important--which cater to the imagination. The diversification of life-styles will be matched by the demands for more diverse forms of books--art, history, biography--which allow a person to cultivate a particular place or time which satisfies his moods." To which should be added the demand for books which contribute to the individual's sense of privacy, which will obviously be at a premium.

At the earlier conference in Chicago, there was extended discussion of tastes and taste-making in the next decade. We agreed that audiences will be much more active, less passive, and more involved with the media serving them. A convergence in taste-making seems to be shaping, in which producers and consumers tend to coalesce. Some of the younger editors of Playboy were quoted: "Because America is the cultural and social test tube of the twentieth century, I believe that the men and women who lead it out of the hung-up, overtense, violent, overcrowded, sexually disaffected, fame-dominated, media-saturated sixties will be the taste makers. In the arts and industry and in personal consumption, the trend will be toward that which totally involves the being, but liberates him from the schmutz surrounding him at every turn. Accordingly, the innovators who cool our cultural chaos will be men in architecture, philosophy, urban development, medicine, intoxicants, sexual research, sociology, anthropology, the pacificists, the first black and white politicians to win the respect and love of both races. In eleven years, taste will no longer be tied to products. This means taste makers will be people, not corporations."

Here is a rather apocalyptic vision: "1980 is only eleven years away and the taste makers at that time will obviously be the teen-agers and college students of today. Their Aristotelian minds blown by drugs, their bodies newly revived by sensitivity training, their synapses tuned to the iron beat of heavy rock, the taste makers will be pushing the values that cluster around peace, socialism, anarchism, mysticism--an uneasy alliance of somewhat contradictory values, to be sure, but what culture is not such a a balance of conflicting forces? The space race will be remembered like the Vietnam War as one of the inexplicable follies of the last turned-off generation. People will ask, as one American Indian has already asked, why go to the moon when you can take peyote and bring the moon here? There will be an I Ching in every hotel room along with the Gideon Bible. People with an avocation for the physical sciences or accounting or politics or any other anal-authoritarian bag will be regarded as freaks and widely ridiculed. Only the engineers working in the electronic art media will be given any respect, and they will improve these media to make pos-

sible the emotional effect of an intensity unknown in previous art. Pot not only will be legal but will be distributed by the management of various artistic events to prepare the audience for the full impact of the presentation."

Here's a 23-year-old: "I see the taste maker as a three-headed being. One head is the creators, unique individuals who create the good sound, sights, and style that the public wants to own, listen to, view, or emulate. The second head is the communications people: advertising and PR men; showbusiness promotors; radio-TV people; book, magazine, and newspaper publishers and editors. They are the pipeline that often seems to formulate taste and sometimes does but, just as often, it is reacting to the demands of the public who seem to have acquired a taste for something. The third head, of course, is the consuming public. It is this group who, I think, will be the real taste makers in 1980. The fresh thinking of today's views on such diverse subjects as politics, music, and fashion seems to indicate that consumers are influencing the media people and the creatives. I think it is a healthy sign when a consumer is interested in his own taste; this makes the pipeline flow faster and the creative think harder; and that intangible know as level of taste seems to rise higher."

One final quote from this particular chap's comments--he is describing the library of the future: "There will be total-environment bookrooms where words, sights, smells, and sounds are all blasted at the reader, and he just sits there and absorbs the sensation. There will be a new audience more sophisticated en masse than ever before. Today's highbrow books are a foretaste of what mass audiences will be demanding in ten or twenty years. The highbrow, lowbrow distinction is breaking down now and will disappear altogether shortly. Censorship will collapse completely. There will be a boom in pornography, and after that, the erotic element in books will stabilize at a healthy level. One of the divisions that will disappear will be that between good taste and bad taste. These terms are being rendered meaningless now by such movements as pop art and the underground press. In the future, anything and everything will be fit to print; nothing will be considered too intimate, too horrible, too disgusting, too silly, or even too boring, like Andy Warhol movies. Americans will be more cosmopolitan than ever, grooving on art forms from all parts of the world and all eras. There will be a big upsurge of interest in philosophy as practical problems are solved and dogmas decay. There will be a mass search for new meanings in life and new definitions of the good life."

This participatory inter-play between producers and consumers will surely effect the future structures of the publication and distribution of reading.

In some respects we are already beginning to see consumption of reading getting ahead of accessible supply--there are books for literally every diverse taste and specialization, but the means of their economical and efficient delivery to the consumer are still sluggish. And even when we are able to motivate the semi-literate or even literate non-reader to turn to books, how readily accessible are the materials required to sustain the impulse and transform it to a habit?

Commercial and institutional book distribution is becoming increasingly organized into chains of stores and library systems. In another ten years the number and variety of places where books

can be bought or borrowed will certainly increase. Regionalism in the provision of public services, especially education is growing. Regional publishing is likely to have a renaissance as the producers and consumers of information and entertainment in print tend to converge. Publishers of educational materials are in general better organized to supply states and regions than their colleagues in the adult trade book business. Some of the new resources generated by the consolidations and mergers and conglomerate acquisitions of diversified publishing enterprises should be earmarked for regional distribution centers, for, as the time-lag lengthens between the completion of a book and its delivery into the hands of a potential reader, the electronic media will attract and capture an even greater audience.

If--again--there is to be an accelerating convergence of consumer and producer, publishers and librarians serving adults need to develop a sustained dialogue wherein librarians can convey the unfilled needs of readers to publishers and help translate those needs into an economically feasible market. Similarly, libraries concerned with preserving the widest possible diversity and freedom of choice among books will have an increasing responsibility to purchase first novels, poetry, and the experimental, often ephemeral, often shocking publications of the counter-culture.

We are already seeing the start of decentralization of library services in metropolitan centers, the innovative extension of services to neighborhoods. Creeping "megalopolitanism" will not affect the Southwest as soon or with such impact because you still have quite a lot of buffer-state left. Still, no region is an island, and the challenge of meeting the accelerating needs of the unserved or marginally served, Mexican-Americans and Indians, as well as the specialized and increasingly complex needs of the technetronic managers and the consumers of the counterculture can best be achieved by careful planning, conducted in close collaboration with other agencies, especially universities, and arts councils.

As James M. Gavin, chairman of Arthur D. Little, Inc., wrote in Crisis Now, "We need places in the cities, suburbs and rural countryside where men and women can go when they wish to spend some time in communion with art, history or whatever will refresh their spirits." Certainly this will be even more true in 1980 than it is now. General Gavin recommends the development of "vest-pocket" cultural centers scattered about the country, serving neighborhoods, designed by outstanding architects so that the buildings themselves would produce a feeling of the excitement and richness of American creativity. Inside the buildings would be space for art exhibits, both permanent and visiting, and also for pictures produced by local talent. There would be space for historical exhibits, the artifacts of our past....There would be taped libraries of music...areas where on small screens short motion pictures could be shown...a place for sculpture, a reading room, a limited library with facilities for the electronic search of central catalogs. The center would also contain a small auditorium where local groups could meet and visiting and local theatrical companies perform.

Since public libraries are increasingly becoming such multi-purpose cultural centers, this development should be accelerated, for by 1980 the capacities of the great central city cultural centers (as in New York, Los Angeles, Houston) will have become hope-

lessly expensive and inadequate to the size and interests of the resident and transient audiences.

In short, and in summary, as population centers become more concentrated and impacted, and as the production and distribution of educational and technological information become more monolithic and mechanized, the creation, dissemination, and consumption of the literary arts--reading for personal pleasure and renewal in the humanistic counter-culture--will have to become more dispersed to flourish and perhaps, even, to survive.

A FUTURISTIC VIEW OF LIBRARIES,
INFORMATION TRANSFER AND MEDIA FORMS

Vincent E. Giuliano, Professor, State University
of New York and founding dean of the School of
Information and Library Studies there

The Western World is currently in the midst of a profound cultural revolution which is imposing tremendous demands for change on the part of all of the institutions of our society, including libraries. For America, the main challenge of the 1970's is to do two things at once:

(1) to maintain and further develop those institutions of our society which presently provide economic support and needed services - because without these we would have chaos and no basis for further progress, and
(2) at the same time, to bring about fundamental change in the nature of these institutions so that they serve basically new and different purposes; this is in addition to the creation of new institutions.

This type of process will create tensions; it must create tensions. With regard to libraries, the chief tension is between (1) institutional maintenance and improvement of present services, and (2) basic functional change. By basic functional change I mean providing new services for transfer of new kinds of knowledge available on new kinds of media represented by new kinds of content representation utilizing new technology.

My talk is concerned with the anatomy of these concepts; the first part is on the subject of the basic cultural change that is surrounding us today; the second part considers the impact on libraries and librarianship of the cultural change forces together with parallel technological change forces.

I. The Nature of the Cultural Revolution

The next twenty years will be the most crucial ones in mankind's history, for the West a period of revolutionary cultural transition from a materialistic society based on production of goods to a humanistic society based more on exchange of information, services and software. This transition into post-industrialism represents a shift away from property, production, economic and class values towards values of environmental restoration, ecological balance, personal growth and self-fulfillment.

The cultural revolution is a total paradigm change in attitudes, ways of living, working, being, life styles and man's concept of himself and of nature. It affects our social, educational, political, economic and business structures. A way of characterizing this revolution is to decline the old paradigm - the sets of attitudes and expectations those of us over forty grew up with and once expected to be the natural ongoing ethic - and compare it with the new paradigm, the attitudes characteristic of (but not confined to) youth culture. Table 1 offers such a declension in terms of nineteen attributes. The old culture tends to stress the items on the left. The new culture tends instead to stress the items on the right.

TABLE 1

	"The Old System" Prevalent Culture	"The New System" "Alternative" Culture
1.	*Slow gradual change	*Rapid change
2.	*Life-long careers, families, commutities	Temporary jobs, relationships, homes, etc.
3.	*Authority of age, position	*Authority of ability and knowledge
4.	*Certainty	*Ambiguity
5.	*Standardized single roles	*Varying multiple roles
6.	*Goal orientation - rewards come later	*Process orientation - life is its own reward
7.	*Avoid feelings - at least don't show them to strangers	*Feelings are good and it is good to show them
8.	*Small number of life-long deep personal relations - low trust of others	*Deep non-permanent relationships - ability to develop trust rapidly, tolerate separation
9.	Industrialism	Post-industrialism
10.	Fragmentation and specialization e.g. "Be serious - don't mix work and play"	Integration and generalization e.g. "Work can <u>always</u> be fun"
11.	Separation of love relationships (home) and work relationships (office)	Communal loving-living-learning life styles
12.	*Property rights	*Personal rights
13.	*Competition	*Cooperation
14.	*Violence	*Sexuality
15.	*Producer	*Consumer
16.	*Oedipal live	*Communal love
17.	*Instrumentalities	*Basic values
18.	*Stoicism	*Hedonism
19.	*Striving	*Gratification

Although few individuals today tend to fall exclusively into "old system" or "new system" in terms of values, personal attitudes and behavior modes, many of us tend to be much more identified with one value system than the other. Social and personal assets as well as liabilities of being associated too strongly with one or the other cultural system are elaborated in Table 2.

Table 3 contrasts typical attitudes towards initiative, Table 4 typical advice to youth given from one or the other cultural perspective, and typical influence idioms. Table 5 shows the results of a typical survey of cultural attitudes. Of course, no simple rule for classifying people into one or the other cultural paradigms will work. Many - perhaps most - young people identify with the old paradigm and surprisingly many older "straight-looking" people identify selectively with many aspects of the new paradigm.

TABLE 2

Social - Personal Assets

Prevalent Culture	Alternative Culture
1. *Ability to structure work, cooperate	*Creativity
2. *Perseverance	*Spontaneity
3. *Contentment of a well-ordered life	*Joy of the moment
Hazards	
1. *Can't get things changed	*Can't get organized
2. *Life dull	*Life too hectic

TABLE 3

Attitudes - Initiative

Prevalent Culture	Alternative Culture
1. It is important to succeed. Failures are disgraces to hide	Failure is convertible to success by owning it and learning from it
2. Economic survival is paramount	Self-acutalization is paramount
3. Greatest need is for economic growth and increase in production: G.N.P. must increase	Greatest need is for ecological balance, person-centered society
4. Most important are hard work, sacrifice	Most important are love, grooving

TABLE 4

Advice to Youth

Prevalent Culture	Alternative Culture
The more things change the more they are the same. Your only choice is to accomodate to the present system. Get smart and get with it!!! Alternative (beat it at its own game!)	Civilization is ending: we are going to global electronic tribalism. Let it bleed, baby!!!

Influence Idioms

Law and order, police-enforced	Guerrilla theatre, head-wrecking

TABLE 5

Where People Are
Typically

Prevalent Culture	Alternative Culture
*Older people,	*Younger people,
*Uneducated,	*Educated,
*Small-town,	*Big city,
*Middle management	*Some top management
	*Some minorities

The old and still-prevalent cultural paradigm still holds the key to economic survival and life-support of our population. The alternative culture has so far offered no realistic alternative to enlightened capitalism. Note that the Soviet Union falls mainly within the old paradigm - with its emphasis on production, efficiency, personal stoicism, etc. The old and new cultures, then, will either have to co-exist for a long period or blend into a new synthesis; probably the period of cultural change will be the main business of the remainder of this century.

The shift from prevalent-culture values to alternative-culture values corresponds to a shift away from economic survival-determined behaviour to behaviour in which aesthetic expression and self-fulfillment are primary. Personal mobility, hedonism and high existential involvement have positive value in the new culture. By 1975, 50% of the population will be under 25 years of age and the percentage of youths (under 25) who are voters will have nearly doubled. While not all young people are cultural revolutionaries, very many are. Increasing numbers of "aware" adults are embracing some of the alternative-culture values. The influence of the "alternative culture" can be expected to swell greatly in the coming decade.

II. As to Libraries, ---

The implications for libraries are numerous: Some of the more obvious ones are:

(1) A demand for involvement, excitement and multi-sensual stimulation from library patrons who are post-literate in their tastes.
(2) A movement away from one-way mass media towards more interactive media forms, ones in which hh the consumer is also producer.
(3) A demand for facilities for self-education at allll stages of life on the participants' own terms of content, level, pace and timing.
(4) A need for subgroups and subcultures to affirm their own identity through localized media production approaches.

A. Libraries and Education

I would like to comment briefly on the changing scene in education and the resultant probable impact on librarianship. Table 6 illustrates some tendencies in education, as I see them. As more and more knowledge becomes available and as more and more people change careers in midstream, the tendency will continue away from

the teaching of subject matter in the classroom. Rather, a more likely division of labor will be:

educators will become more concerned with teaching problem-solving skills, knowledge-access skills and collaboration skills,

librarians will operate the knowledge-access systems, educators and librarians together will provide the needed human and software guidance to the stored knowledge, and information scientists will continue to do work on the research, design and development of improved knowledge access systems

TABLE 6

Tendencies in Education

Past Idioms	Coming Idioms
1. *Conventional institutional structures	*Diversity of schools - experimentation
2. *Lockstep curricula	*Individualized instruction
3. *Intellectualism	*Sensory - emotional focus
4. *Print medium	*Mixed media packages
5. *Broadcast E.T.V.	*Videotape, cable TV, cassette TV
6. *Active teachers, passive students	*Students teach each other
7. *Monolithic public instruction	*Commercial ventures
8. *Fixed places, times, environments for learning	*Variety of learning environments, electronic communication's

B. The Basic Tension - Institutional Continuity vs. Fundamental Change

As mentioned previously, the main tension in libraries over the next decade will be between the dual requirements for institutional continuity and development on the one hand, and for basic functional change on the other.

By "institutional continuity and development" I mean the desire and need to consolidate and expand on the services that already exist - to provide more and better of the same. This desire and need is almost always expressed as a request for additional budget to buy more books and periodicals, to hire more staff and catalogers, to build new buildings, and to automate the existing business system, catalog and circulation systems.

By "basic functional change," as mentioned earlier, I mean providing new services for transferring new kinds of knowledge available on new media accessible through new kinds of content representations utilizing new technologies. Tables 7 through 11 give telegraphic examples of what I mean by "new" in each case. Table 11 is meant to suggest that the existing technologies described around the periphery may be synthesized to provide new multiple-media knowledge access systems that in essence defines a library of tomorrow.

TABLE 7

New Services

Extended networks
  Access instead of ownership; libraries without books
Selective dissemination
  Meet current-awareness needs
Microform basic collections
  1-way distribution
24-hour computer-video systems
  Combine teaching and information
Media production services
  For faculty, students

TABLE 8

Changes in Knowledge Base

More emphasis on
  *Applied social sciences
  *Socio-technical problem solving
  *Currency of information
  *Cross-disciplinary efforts

TABLE 9

New Media
(is old hat)

*Microform books
*Films, tapes, film-strips, videotapes
*EVR? cassette TV
*Computer-visual systems

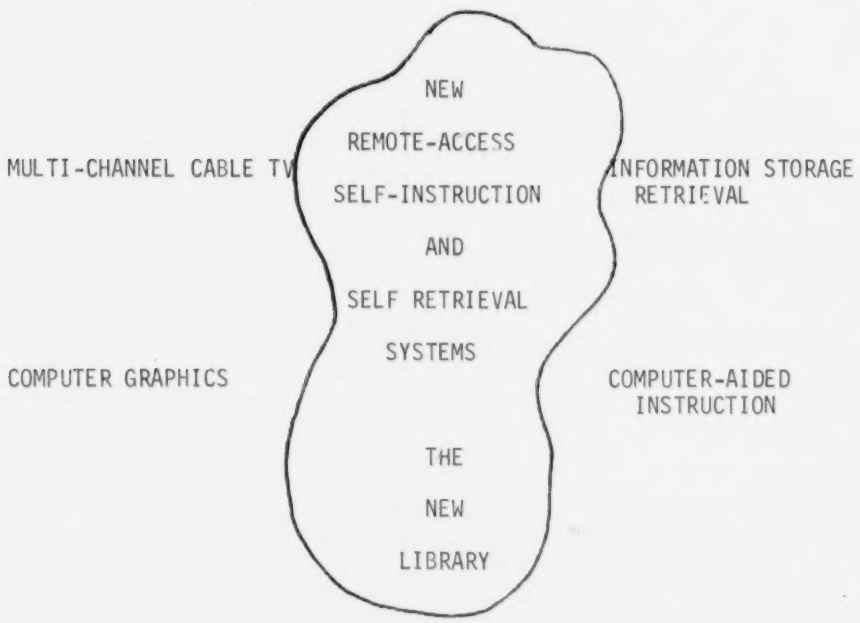
TABLE 10

New Kinds of Content Representations

*Special indexes (citation, in depth subject, etc.)
*Computer guides to literature and media for subject areas
*Hybrid C.A.I. and information-retrieval systems

TABLE 11

NEW TECHNOLOGIES



III. Some Future Projections and Guesses

I would like to engage in some fantasy projections as to what the next two decades may have in store for libraries and for librarianship:

(A) Diversity. There will be an increasing diversity in the meaning of "library," i.e. different kinds of libraries will be more and more different from one another.

(B) Deinstitutionalization. There will be an accompanying shift of emphasis from library issues (i.e., issues mainly of institutional survival) to issues of librarianship (i.e., issues having to do with nature and performance of basic services).

(C) The Knowledge Transfer Professional. A gradual redefinition will come to be accepted as to what professionalism in library service means - representing the shift in emphasis away from institutional maintenance towards new innovative services and professional behaviour patterns. The new definition will eventually mean - to the public as well as the practitioner - that a librarian is a professional in the arts and sciences of knowledge transfer, not simply a person who is accredited to work in a certain kind of institution.

(D) Towards a New Core. There will be a corresponding shift in patterns of library education. The core of the training will shift towards media, management and interpersonal communications skills,

away from the notion that the core of librarianship is cataloging, reference and "library administration." The future needs will be for open creative people, prepared for instead of afraid of change, prepared to cope with new technologies and clashing cultural values. This is a type of person who will seek the profession for excitement instead of certainties, continuous learning instead of repeated applications of once-learned skills.

(E) Into Media Creation. Most libraries - with the exception of some tradition-bound historical and research libraries - will find themselves a place where patrons and staff will be engaged in multi-media creation and re-creation, mostly for local and specialized use. This will be in addition to the existing library function of dispensing media prepared by others.

(i) this is already happening in schools; the librarian in charge of an instructional materials center is expected to facilitate creative synthesis of available materials in response to specific needs

(ii) horrors! Junior colleges are coming into being at a fantastic rate. As often as not, the closed-circuit TV production facility is coming under the aegis of the librarian-in-charge

(iii) mass use of videotape and the rapid growth of cable TV will make it natural for the public library to operate one of the channels in the community's interests. The increasing importance of pre-literate and post-literate cultures will accelerate this trend

Note that the re-creation of media is a function that has traditionally been part of a libraries' operation. e.g. (1) high school students write essays in the library based on works they read there; e.g. (2) scholars write long works in their library carrels in the stacks, e.g. (3) beautiful available slides are made from manuscripts in a library. The newness is in the creative use of the visual and aural media, not in the basic concept of media creation taking place inside the library.

(F) Public Librarianship. Emphasis in public librarianship will be increasingly towards a view of the public library as a community interaction and media communications center, often a center without walls. Emphasis will be much more on audio-visual media: cable and cassette television will have major impacts. Cost of TV cassettes will be such as to make use of the library sensible for large-scale storage and circulation of such materials. Emphasis will shift gradually away from the library as a one-way dispenser of media made by others towards the library as a center where media is created and re-created to suit the communications and identity-building needs of the community involved.

(G) College Libraries

(i) Books. The tendency towards packaging and distribution of complete basic reference collections in microfisch and ultra-microfisch will continue basically because of the favorable economics involved. By 1980 it will probably be possible to outfit a college or school with a 300,000 volume constantly-updated basic reference collection on microfisch for a cost of less than 25¢ per volume. Because the collection will be completely cataloged and provided with very sophisticated computer-based reference tools, very little of what is now done will be required of the

librarian. Because of the collection's miniature size, the collection plus auxiliary equipment will fit in a single room.

(ii) A/V Media. Increasingly, pressures for improved cost-effectiveness in teaching will see the college library being transformed from a place into a campus-wide electronic network suggested in Table 11. Through synthesis of cable TV technology, videotape, computer remote-access methods, long-distance zerography and design elements of todays dial-access systems, materials will be usually delivered to the customer at his own remote-access console. A parallel development will see a breakdown between reference media and instructional media; both will be handled by the library interchangeably.

(H) Computers. Use of computers for routine business processing in libraries will be universal. Use of computers for "information retrieval," i.e. sophisticated reference searching will develop also, but less rapidly than the video media. The order in which libraries will be affected by computers will probably be (1) university and research libraries, (2) college libraries, (3) school libraries, (4) small public libraries. The impact of visual media will be realized in almost the reverse order: (3), then (4), then (2), then (1).

What librarians do will determine the ultimate truth of the above predictions and the pace at which they will come about. I believe the kinds of service concepts described are needed by society and will be called forth by society, so if librarians are not associated with them then someone else (information scientist, audio-visual expert, communications expert, etc.) will be. At one extreme, libraries could lead in the information revolution and librarianship could emerge as the profession which integrates the knowledge-transfer arts and sciences. At the other extreme, librarianship could end up only as the highly specialized profession of supporting the operations of certain institutions and buildings where books are housed, a relatively less important function in a media and interaction-rich world. I suggest aiming at the first extreme.

THE RELATIVE INFLUENCE OF THE BOOKSELLER AND THE
LIBRARY ON THE PUBLISHING DECISION

Simon Michael Bessie, President, Atheneum Publishers

Ladies and gentlemen, fellow members of the literate if not silent minority--an observation I feel is justified after a day of sharing your exceedingly literate and by no means silent, and too stimulating to be majority--company. You have honored me by asking me to consider with you two subjects: "The relative influences of Bookseller and Library on the Publishing Decision" and "The Literate Non-Reader, The Library and the Publisher."

When the preview of this meeting was held in Chicago last year, the second of those topics was discussed by Theodore Peterson, Dean of the College of Communications at the University of Illinois and I shall pay him the sincere compliment of outright plagiarism.

What I shall try not to do is pretend to be anything more than I am, among those several roles we are covering: I have, alas, never been a bookseller, and anybody who pretends to be a publisher without that experience is hobbled. I have never, doubly alas, been a librarian unless you will accept me as a dropout on the grounds that I was responsible for the library of Dunster House, Harvard College (approximately 12,000 volumes) for three nights a week for two years, several decades ago. And I can claim to be a literate non-reader only in the sense that I have still not read hundreds of those 12,000 Dunster House volumes which I vowed to absorb, everyone of them. So, here I stand before you, a naked publisher called upon to explain how he decides to publish one book and not another.

When I think about the publishing decision I am reminded of a story about Franklin Roosevelt which John Gunther told. When Gunther was working on his short biography of FDR, Mrs. Roosevelt was most helpful to him and he called on her a final time to thank her and ask just one more question. He said:

"Mrs. Roosevelt, I think I've now learned about all I can, but there is still one mystery to me about your husband: Day after day during all those years of depression and crisis and war, he made decisions, one after another, decisions on matters which strained and broke other men. But FDR decided and decided and what I wonder is how he thought his way to decision after decision?"

"Mr. Gunther," said the gracious lady, "You have not understood the most basic thing about my husband: Franklin decided, but he didn't think."

And it occurs to me that this may be true of us publishers as we choose the books we publish--and the ways we publish them. I wonder how often a publishing decision is based on information--as distinct from intuition--and how often that information--as distinct from prejudice or habit--is soundly thought out. I am speaking, of course, as a publisher of general books--of fiction and history and poetry and drama and biography and science and scholarship and, last but by no means least, of books for children. Those who publish textbooks and reference books, I suspect, do a better job of examining, in advance, the needs of their markets and of developing their books to fill those needs, as they see

them. I do not say they decide any better than we bumbling general publishers, merely that they can think about it more purposefully.

Our task now--and my pleasure--is to examine this general publisher's decision and try to see what influences play upon it, particularly those of bookseller and librarian. As we snall see, I think, these influences are sometimes strong, sometimes weak, and they are often joined by others, ranging from tradition or personal pleasure to financial factors such as foundation grants, book club interest or outright grants in aid. Publishers, you know, may occasionally be like the legendary American Ambassador in Turkey who is said to have cabled the State Department saying: "Recall me. They are getting close to my price." Our examination, I believe, will be easiest to make if we look at the publisher's decision in relation to the kind of book involved, since that decision is obviously not the same for a volume of verse and a work of history.

Let's take the simplest kind first: poetry. As I learned some years ago, the basic element here is a decision, not on what poetry you are going to publish but rather whether you are going to publish it at all. If not, then you either disdain this most ancient of word-forms as no longer profitable or, if your conscience bothers you a bit, you appoint a committee to decide - which leads, of course, to the same result--no poetry. On the other hand, if you decide to publish poetry, then you must let somebody decide which poets you do. You can let several people decide but you must not ask them to agree. The simplest system, I've found--if your house includes several smitten souls--is to give them turns.

Now, what influence has the librarian or the bookseller in this? Very little, I fear. The bookseller won't sell enough copies of most volumes of verse to notice it and the librarian will probably have more important things on his mind. In one or two ways, however, the librarian can have an influence, a considerable one, on the poetry decision. He can, if he cares about poetry, encourage its reading and make it available. He can also, occasionally, support poetry by arranging the poetry readings which I think are doing more for poetry--and its publication--than anything else. I can't prove it, but I think that more poetry is being published today than twenty years ago and I think the reading of poetry--in schools and libraries--is one of the main reasons.

The domain of poetry offers, I said, the simplest example of the publishing decision, for the market plays a minor role. You publish poetry--I mean real poetry of course, not Rod McKuen--because you want to. If the booksellers do better than average with it and if the libraries order a bit more than usual, you'll be encouraged; but when you publish poetry--aside from those anthologies designed for school use--you are doing something for your own pleasure and you are acting relatively free of other influences.

To a lesser degree, the same considerations apply to plays. But with several notable exceptions: books of plays can sell well, sometimes very well, in colleges and schools, as the study of drama develops; and an occasional play--such as Edward Albee's "Who's Afraid of Virginia Woolf"--can become a best-seller. When you examine the publisher's decision on plays in book form, you see a more complex interaction of influences than in the case of poetry

and the reasons are simple. By comparison with most poetry, some books of plays can have an important market in schools and libraries and a few plays can sell impressively in the bookstores. Another factor can also enter the publishing decision: Rather frequently, playwrights also produce novels or other works of prose which might have larger markets than their plays. (Think of Irwin Shaw, Jan de Hartog, Robert Sherwood.)

So, the publisher's decision on plays can be influenced by his knowledge--or his hopes--of the response from libraries and bookstores but it is still, as in the case of poetry, an essentially personal decision--as is rather clearly suggested by the fact that only certain general publishers put out any amount of poetry or drama, whereas about all of them produce the kind of books we are now coming to: the range of fiction and non-fiction which forms the largest part of general publishing.

The novel (including the short story) has been the subject of more analysis and more controversy in the past twenty years than any other part of literature. It has been pronounced dead, been buried and resurrected often enough to kill off the subject, if not the novel itself. For the twenty-odd years I've been in publishing I've been listening to fellow publishers complain about the decline in fiction--in quality and sales--and go on printing 2,000 novels a year in the U.S., and advertise many of them as masterpieces. Why do we go on publishing them? What influences our choices?

Here again it seems obvious that personal choice, lies at the heart of the decision. If not, if there are any ways of measuring, how can we explain the extraordinary capacity of otherwise successful publishers to turn down books and writers who then proceed to win fame and fortune for themselves and their publishers? George Orwell was declined by a half dozen; Joyce Cary the same. John Updike's second book was turned down by his first publisher and the same with Sybille Bedford; both books were hailed as triumphs and sold very well. We could go on with this game but all it shows is that fiction--like poetry and drama --is not something on which the publishing decision can be tested in advance and so is not subject to much influence from any quarter save instinct--except when the writer's reputation is made and his appeal in bookstores and libraries already established. It's no trick to decide on the book that comes after "Animal Farm" or "The Poorhouse Fair;" the influence of the market is apparent.

Does nothing except his own taste influence the publisher's decision on untested fiction? I'd say there is something that can weight it and that is the opinion of influential people. For example, if a first novel comes in with the backing of a well-known writer or critic, that may tip the scales. And once a book is taken, the opinions of others can play a large part in how the book is published. If advance support is at hand, a publisher will be encouraged to make a more vigorous campaign in promotion of a new novel.

Market considerations also play a role, of course, in the publishing of fiction. You can rarely be certain that a novel--except if it's by an established author--will be a bestseller but you can suspect it, and nowadays there are several ways of testing its sales potential. You can see what the bookclubs think of it, and the paperback reprinters and even the booksellers. If a club

takes it or a reprinter offers a good price for it, or booksellers smile upon it, you can anticipate success. But you can't easily put it these tests unless you've already made the decision to publish it.

It is also obvious that library orders can play a role in the career of a novel but here again, it's hard to call this an influence since it comes after the basic decision.

So much for the present standing in fiction; how does it look ahead? Despite all the talk about the crisis of the novel, the impact of TV and so on, I see little change in the world of fiction--except for the influence of the paperback and that's a sizeable exception. Statistics show that an increasing proportion of fiction is bought in paperback and this tendency, I fear, will place greater emphasis on the more popular kind of fiction and less on the more literary and lasting kind. As long as bookstores and libraries retain an important part of the future market, it is possible to sell enough copies of the "modest good books" which may diminish under the stress of the mass markets. The personal bookshop--another disappearing or at least diminishing aspect of the scene--makes possible the emergence of the modest or slow seller which is important to good fiction. The magazines--which used to encourage the development of fiction writers through the short stories--are fewer in number and less interested in fiction.

These, I think, are the influences which a publisher feels as he considers fiction--not in direct application to any one book or writer, but in the more general process of deciding how much and what kind of fiction to publish. In the visible future--is there such a thing?--it will be little different from now, I think. At bottom, fiction appeals to man's appetite for story. This appetite was once met by storytellers alone. Then came writing and then printing which brought books and magazines, and now we also have movies and radio and especially TV, all feeding our need for story. In adjusting to this expanded flow of story, fiction in book form may change and even decrease but it seems to me unlikely that we shall lose it. After all, consider how much movies and radio and TV have given to the lovers of mystery and suspense stories, and yet they go on in book form much as before.

Now we come to that vast and varied domain of non-fiction, stretching all the way from philosophy and religion to cookbooks and including, notably, history, biography and autobiography, science--physical, natural and social, art, criticism, reference books and a range of lesser categories. Obviously, the nature of the publisher's decision in non-fiction depends to some extent on the category, but in all of non-fiction, the influences are easier to locate than in poetry, drama and fiction.

In almost every kind of non-fiction there are experts who can be consulted and previous books on the subject that can be compared with the one under consideration. Here also the influence of the bookseller and the librarian can play fuller roles: and this is also true for the book clubs and reprinters.

A look at the current bestseller list illustrates this point:

If you are considering a manuscript such as "Inside the Third Reich" by Albert Speer, or "The Wall Street Jungle," by Richard Ney, or "Zelda" by Nancy Milford you can consult with people who

know something about Hitler's Empire, or Wall Street or the Fitzgeralds. You can even check with booksellers and librarians to see what they think about new books on those not exactly new subjects. You can ask bookclubs and, if you choose, reprinters, if they are interested in sharing the risks of such books. This process isn't very easy and it is rarely decisive. In the end the publisher has to decide and take his risks but here at least he can buttress his judgment with that of others.

In reality, of course, things are often more complex. Books like that rarely come into the publisher as finished scripts, but as projects. And, going back to that best-seller list, whom do you consult on "Body Language"? or "The Sensuous Woman?" or, "Everything You Always Wanted to Know About Sex"? Obviously, your spouse.

How strong are the influences of bookseller and librarian in the various reaches of non-fiction? It's not easy to be sure. Any one publisher is not likely to know much about the practices of other publishers and general publishing is still--despite the mergers and consolidations and conferences--a business made up of numerous relatively small units operating with fierce independence of each other and, I'm forced to add, with equally intense ignorance of their customers and their needs and desires.

In some areas the influences are easier to perceive. Consider children's books. It is now accepted that something like 85% of non-mass market children's books today are sold not to individuals, but to institutions--schools and libraries. It is also known that librarians decide on the principal prizes that mean so much in children's books. And you don't need me to tell you that the people who publish children's books spend a large part of their time with librarians. Does this all mean that librarians determine in advance what children's books shall be published? I'd say not --in advance--except by what one editor of children's books calls the "osmosis effect"--which means, I suppose, that if you spend a lot of time with librarians trying to find out what kind of books they think are needed and then trying to sell them the books you are publishing, you are being heavily influenced by their knowledge and tastes. As another children's book editor says: "I never accept a manuscript without thinking of libraries."

What is the significance or effect of the librarians' profound influence on children's books? Also hard to say but the publishers I know think it is by no means a conservative one; they feel that the librarians are ahead of the public and more adventurous in their tastes. Whatever the influence is now, I am convinced it will continue to grow as librarians find clearer ways of communicating the needs and desires of their customers to the publishers.

I believe that what is true of children's books will become increasingly so for adult books, namely a greater dependence on institutional sales (which means largely libraries) and a greater necessity for studying the needs of the market and trying to find out more in advance of the publishing decision. We publishers are not bad at explaining our successes and failures, post hoc, but we don't seem able to do much before we decide. Having once worked in the market research field and having since tried to sell an occasional book by mail order--a process involving much testing and probing--I am not a great believer in the promise of research toward deciding what books to publish. But I do believe there is much that we can do--indeed shall have to do to get a better knowledge of our market. An increasing part of this market will be

institutional which means we are going to have to learn more about what libraries shall need.

So far I have been talking about the publisher's decision. Now I come to the other question I'm requested to raise: "The Literate Non-Reader, the Library and the Publisher " As I indicated at the start, an entire session was devoted to this at Chicago and we obviously have only a few minutes for it tonight.

The heart of the matter, I suggest, lies in a mystery and a challenge--the mystery of the person who can read books but does not, and the challenge this presents to the librarian and the publisher.

We all know the person we are talking about, the educated or partly educated man or woman described by the following statistics: 23% of the adult population reads neither magazines nor books regularly. The typical American spends about 20 minutes a day with books and magazines, 30 minutes with a newspaper, and we don't really know how much, but a lot more, with the TV. Among those who do use books, 20% account for 70% of book use.

We also know the reasons for the relative paucity of serious reading: with reading skills, pressures of job-required reading, limited availability of books, crowded living conditions, the temptaions and relaxations of the mass media, the tempo of contemporary life.

There is the challenge--to the librarian who sees his riches tapped by just a part of the community and to the publisher who sees his riches, so to speak, based upon an even smaller part of the community. What can be done about it? And now I borrow from Dean Peterson:

First, of course, librarians and publishers can keep reminding themselves that there is no such thing as the literate non-reader. There are literate non-readers, and they are distributed throughout the entire population. There is no single reason that they do not read. They evidently shun reading for a variety of complex and highly individualized reasons. It might be useful if librarians and publishers could identify various types of non-readers through research and learn what they can about their motivations. Some types may be more susceptible converts than others. Some barriers may be easy to overcome, others impossible to break down.

Second, they probably should accept the proposition that winning the literate non-reader over to serious, quality reading matter may be an almost impossible task. Certainly it is a far more difficult one than converting them to utilitarian, informational, escapist content. Serious readers seem to be a limited market, and it would be falsely encouraging to suggest tnat it can be greatly enlarged.

Third, it may be far more realistic for librarians and publishers to cultivate the existing serious readers than to attempt to devolop new ones in any large-scale fashion. Even though serious readers are a minority, they are an important one. If their number cannot be greatly enlarged from the ranks of literate non-readers, it at least should not be diminished because of the inattention of librarians and publishers.

Four, librarians and publishers might do far more than they have to remove the obvious obstacles to reading. For one thing, they might recognize the importance of availability, a broad term encompassing such specifics as adequate parking facilities adjacent to libraries, neighborhood book centers and swift fulfillment of orders by publishers. From a study that Moderator magazine made of its student audience a few years ago, one could conclude that book dealers are not capitalizing to the fullest on a ready-made market. Atlhough students evidently were highly motivated to browse and their browsing resulted in significant sales, 60 percent of them were dissatisfied with their bookstores, and the chief complaint had to do with availability: The store was slow in ordering, it ran out of particular titles, it had a limited selection, and so forth. For another thing, librarians and booksellers might remind themselves that their day-to-day dealings with their clientele may be important in shaping long-term attitudes toward reading. So might the atmosphere of libraries, which may be admirable as storehouses of periodicals but are rarely conducive to reading.

The common interests of publisher and librarian are, I believe, apparent through all our discussion. Both are basically concerned with the use of books. Both desire to expand that use. Both are faced with the challenges of mass media, of technology, of rising costs, of rapid change and uncertain future. Which is to say, of course, that both are engaged in trying to get from the 19th century in which they were formed, to the 21st, which is a lot closer than Orwell and Huxley and even Ray Bradbury thought.

How much we need each other. And how much we have to learn!

WORLD WITHOUT WALLS

Kathleen Molz, Chief, Research and Program Development,
Division of Library Programs, Bureau of Libraries and
Educational Technology, Office of Education,
Washington, D. C.

I should like to begin today with one of the tales of Chelm. As the folklorists among you know, Chelm is a legendary town located somewhere in the Russia of the Tsars, a town chiefly known for the amazing naivete and simplicity of its inhabitants. It once so happened that the town cobbler, a man of no erudition and little sophistication, inherited a small fortune. Fired with wanderlust to see all the strange places he had never been, he decided to take a trip. So he harnessed his old horse to his wagon and drove to the railway station, the source of all that travel he had heard about. Now, no one had told him that it was necessary to purchase a ticket and get on the train to travel, so all he did was to take his seat in the station; soon he remarked to himself that there was really nothing at all to this traveling business because he felt as comfortable as if he were sitting on his cobbler's bench. After five hours in this position, he felt hungry so he decided to go out and see this strange place to which he had journeyed and find himself a bite to eat.

As he was leaving the station, he noticed an old horse and wagon and thought how much they looked just like the horse and wagon he had left behind. He proceeded down the main street of the town commenting to himself how very similar everything looked to his own town of Chelm. Naturally, it couldn't be, because he had already spent five hours traveling. When he returned to the station, he took his seat again, prepared to spend the next five hours going home. Precisely to the minute (after all, he wouldn't want to wander just anywhere), he left the station and mounted his wagon and returned to his shop.

All the townspeople were waiting for him. Was he not quite a marvel, this cobbler who had journeyed so far away? He agreed that the trip was indeed wonderful, a most broadening experience.

"Have you seen any strange sights?"

"Everything I saw was indeed strange. It reminded me of our own Chelm and yet it wasn't Chelm, which makes it all the more wonderful."

"What are the streets of other towns like?'

"Exactly like ours, only different."

"How are the people?"

"Exactly like ours, only different."

"How are the buildings?"

"Exactly like ours, only different."[1]

It must be added that the townspeople so respectful of a man so well-traveled that things were yet the same, only different, elected the cobbler to be one of their wise men and councilors, since it was commonly believed that he could be of use in ad-

vising the town on the ways other towns managed their affairs.

Now in a wiser mood, it might be said that the shoemaker would have been better off had he stuck to his last, but you will permit me some little sympathy for the cobbler of Chelm. For it is, as librarian, that I address you this morning on the dimensions in which mass media are changing our professional roles, and although I am ready to consider the boundaries of television, radio, cassette, film and recording in relation to books and reading there is a part of me, the print-oriented part, that feels that all media contribute messages to us that are "exactly like ours, only different." It is the enigma of that paradox that I shall try to explain today.

We move today in a "world without walls." I have borrowed the phrase, quite obviously, from the French critic and author, André Malraux who externalized so brilliantly the effect of modern photography and facsimile reproduction in the field of the fine arts. Today, because of the vastness of the art publishing industry, everyman becomes his own curator selecting for his home, his office, the foremost of those treasures which were once the sole prerogative of the museum and gallery visitor. The phrase has been extended so that we now speak of "schools without walls," and I choose this morning to delineate the "world without walls" in which we live.

Modern technology and contemporary transportation have placed us in this world, and of it, and, yes, even beyond it--into outer space and other planets. There is nothing particularly new about innovation, exploration, and discovery; what the modern communications media have done for us, however, is to make us witnesses to that discovery and exploration. Technology, for instance, through some 225,000,000 television sets in one-hundred nations of the world, permits us to sit in our living rooms and watch mankind imprinting the moon, and soon after see the TV clips showing us exactly how the pope reacted to the same situation. Technology permits us not only instantaneous awareness of natural calamity, great event, or historic happening, it also permits us simultaneous awareness, making of mankind one gigantic family in its perception of news, and one very small and humbled household in its reaction to it. By this example, one might wonder if the truly great event occasioned by the moonshot was the landing itself or our permissive hobnobing with the Papacy--both are rather singular occurrences, unique to the twentieth century. "The whole world is watching," call out the youth of Chicago, and we watch them apprising us of the fact itself.

In this changing configuration of communications, the place of print is being subtly altered, and I ask you to return in time with me and reflect for a few minutes of the America of the 1860's. The act of writing and its subsequent transfer to print reigned supreme: the social activism of the period was reflected in a significant novel which triggered behavioral pattern in a war of two factions; the reportage of that war was the matter of the noted pictorial weeklies; its subsequent analysis through untold histories and commentaries was based upon its massive documentation: the lists of the war dead, the government reports dealing with the disabled and maimed, journals and memoirs, letters from parents to sons away from home, the speeches of politicians, the literature of emancipation and abolition. The period was unexcelled in the transfer of human witness--the transfer of every sight and sound from the cannonball at Sumter through the cries of Andersonville

to the silent burden of the slow-winding train from Washington to Springfield--into written document and printed record and, ultimately, into history. It was during such a period, a period of the unrivaled achievement of print to communicate the present and preserve the past that the American public library was to all intents and purposes founded.

Compare then the print-dominated scene of the America of 1860 or 1870 or even 1880 with the communications realities of our present-day society, with its recordings of famous voices, its documentaries of social problems, its newsphotos, its films, even its coinage of the phrase "oral history," and the difference, however much we seem to acknowledge it, seems almost overwhelming.

Such a contrast begs two questions: what relevance does that institution so singularly nourished by most of us, the library, now have? and perhaps, more significantly, what relevance has the medium of print in a multi-media world?

This latter question I shall take up first, and I should like to deal with three prevailing attitudes, or postures, (not necessarily three which are consonant with one another) concerning the medium of print and the act of reading that seem characteristic of our present culture.

The first is posited on the theory that print has lost its primacy as the medium for the relay of news and for the analyses of affairs and has become instead the medium, not of public communication, but rather of introspection, the medium best guaranteed to gain for the reader privacy in this noisy, multi-media society. The second postulates that reading, at least serious reading, was and remains an elitist avocation, demanding leisure and education, an avocation which is gradually declining in a society of semi-literates. And the third, certainly the most vocal and emphatic, identifies reading and print-orientation with basic education and entree into a society in which the obligations of citizenship, the choice of occupation, and the increase of income are all in part determined by the mastery of words. In brief, the first of these attitudes deals with reading as a part of mass communication, the second with reading as art and high culture, and the third with reading as skill.

A massive amount of documentation would seem to validate the first of these postures. Not only have the theorists of mass communication attested to the rapid spread of audio-visual, in contrast to printed, devices, the medium of print itself is also evincing changes. The mass circulating weeklies are still being published, yet their pages dwindle as their advertisers seek other, and more popular, means of displaying their wares. The daily newspaper, once the central source of national and international news, now liberally covers local affairs in a proliferation of "feature" pages, and the local press more and more picks up the nationally syndicated column of commentary and editorial assisment. Even Time magazine, ironically with such a name, has succumbed to the posture that print is the conveyor of opinion and evaluation; thus, it now includes an "essay" on analysis on some national topic and for the first time in its history ascribes views to individuals by permitting the discreet use of small type and initials to inform us who is saying what and about whom. And finally, the academy has been subjected to this changing attitude about print. Compare, for example, the biographies of Huey Long and John Keats, both published within the last few years and both notable prize-

winners. The footnotes in the biography of Keats identify edition, memoir, letter, archive; the footnotes in the biography of Huey Long ofter refer to "radio address," "confidential communication," "memoir in Oral History Project," and "interview."

Print then at least in terms of the popular press and to some degree of the academic press, is no longer a first source of public information; rather, it is a source of informed opinion, this latter still a powerful force, for print not only has the capacity to review itself: it also carries authoritarian weight to review media unlike itself, and all of us look to print for our reviews of film, television, and recording. If print has lost its primacy as the chief agent of news about events, it has retained a role, perhaps even more important, of the adjudicator of public opinion and taste, and it is obvious from any bibliography of the subject of mass communications that the theorists of the subject use print, and books, and ultimately reading, to expound their ideas.

The second postulant, that reading, at least serious reading. is suffering a decline has been put forward by a number of aestheticians and critics, perhaps most notably, George Steiner, whose essay on "The Retreat from the Word" appeared almost a decade ago in the Kenyon Review. Recently Steiner contributed the lead article to The Times Literary Supplement on the "future of the book," and becuse his ideas have many implications for librarians I should like to retail at least some of them here. Steiner contends that the classical age of the book declined toward the close of the nineteenth century, for in his view reading demands a climate of privacy and leisure as well as an awareness of the literature of the past, an awareness that can only be achieved through privileged education. Steiner also believes that reading and the literate tradition have been "eroded" by the sense of impermanence, a sense of mortality characteristic of modern art forms that celebrate the ephemeral and transcendent.

> Certain aspects of this suspicion of transcendence are graphically present in the paperback book. The private library, with its leather spines and shadows, is all but obsolete; the hard-cover tome, the work in more e than one volume, the collected oeuvre, may become so. The paperback revolution has obvious economic and sociological sources, related to ever-increasing printing costs and the image of a new mass audience....But it also corresponds to deeper, internal changes in the status of literacy. The paperback is decidely ephemeral; it does not make for a library in the old sense. The book, as Montesquieu and Mallarme understood it, had a stability of format to which the current paperback lays no claim. The threefold matrix of literary creation, of reading and of time defeated or transcended, found its expressive guise in the bound printed work privately held, hedged with quiet. Today, the pact with and against time, with and against the authority of of the individual ego, operative in the classic act of writing and reading, is wholly under review.[2]

In contrast to this assignment of reading as an elitist and private phenomenon is the third of the attitudes to which I referred: reading as skill. Traditionally, at least in this country, this third attitude dates back to the "three R's" concept of the public schools. It is typified in the well-known

engraving of Lincoln as a child reading beside the fireplace in the log cabin; it is reflected today in the recommendations of Negro psychologist Kenneth Clark who calls for a moratorium on the teaching of all subjects in the public schools with the exception of reading and math; it is apparent to all those who witness the persistent argumentation over the theories of the teaching of reading evident in Jeanne Chall's classic study, Learning to Read; The Great Debate; and it is climaxed in our day by the enuciation of a national "right to read" effort, which has for the first time received a Presidential endorsement. Here reading is regarded as the keystone in the educational arch, the proverbial key to unlock the storehouse of learning.

These three attitudes, or postures, then, reflecting first, the decline of print as a primary source of public information; secondly, the decline of serious reading as a characteristic of lay culture; and lastly, the renaissance of the populist and egalitarian belief that reading is and must be the botton rung of the educational ladder cast their own unique shadows on the current and future course of the nation's libraries.

As I have already noted, the public library was founded during a period of print dominance. In essence, the printed word embraced during the nineteenth century all three major capacities of a mode of communication: print was then the source of news and general information; it was the chief means for the exchange of serious ideas, and lastly, it was the economical an therefore the primary mechanism of the schooling experience. Emily Dickinson has expressed this perfectly:

> There is no Frigate like a Book
> To take us Lands away
> Nor any Coursers like a Page
> Of prancing Poetry--
> This Traverse may the poorest take
> Without oppress of Toll--
> How frugal is the Chariot
> That bears the Human soul.[3]

In this exquisite poem, now so often unfortunately relegated to children's anthologies, the poet has conveyed all three capacities: it was print which then transported the reader to new continents and to new experiences; it was print which allowed even the poorest access to the literate experience, and finally, it was print, even within the confines of its frugality, which permitted the initiate admittance into the recesses of high culture: "How frugal is the Chariot / That bears the Human soul." Reading was, then indeed, communication, skill, and art.

By the same token, it was the library, housing the current newspapers and periodicals, which lay claim to being a resectable source of information. It was the library, assembling the great retrospective collections of past writers of eminence, which served as the purveyor of the cultural and historical record. And it was the library, disseminating and circulating its materials to the ordinary household, which became the chief instrumentality for the free distribution of books in a democratic society. If the analogy can be drawn between the capacities of print and the functions of libraries, it can be said that print as a means of public communication refers to the general reference and informational

function of libraries; print as the point of entry into high culture and serious scholarship relates to the library's role in acquisitions and collection building; and print as the instrument of equalized educational opportunity is closely attuned to the library's circulation and dissemination policies.

The question of print's sole utility in a multi-media world has been touched on; now is the time to examine the viability of this single instrumentality, the library, to maintain an efficient and satisfactory service in a society which no longer views print as its sole means of communication. I say this with no view of suggesting that libraries are no longer useful in modern society, but only to indicate that libraries will be forced to face new issues as they adapt to a multi-media world.

The library as a major source of public information will change. The data banks, already characteristic of the specialized needs of specific industries of businesses, are but one augury of that change. Another has been suggested by public library critic, Lowell Martin, who lists among the shortcomings of librarians handling general reference questions "a concept of resources limited to the book or at most the book and the magazine rather than to the full range of communication media."[4]

Although the costs will be great and alterations slow, reference nquiries in libraries will be influenced not only by the whole range of communications media that will ultimately be assembled by libraries but also by the gamut of devices now being developed to transmit information with greater speed and facility.

The social utility of print and of libraries in providing an nn entree into high culture will not, I think, be successfully challenged. Through their massive collections and their commitment to elaborate housing arrangements, the great research, university and municipal libraries of the country will continue to maintain that atmosphere of quiet and that climate of leisure conducive to the conduct of serious reading and scholarship. Having neither monumental buildings nor retrospective holdings, neighborhood community libraries, however, will exhibit great change. Ironically, it is our attempts to cope with economically poor readers, resultant in experiments with neighborhood storefront facilities, which are now influencing metropolitan area-wide service. Just as "Sesame Street" has been adopted by middle-class as well as lower-class children, so the concept of the rented ghetto facility is being extended to middle-class shopping centers. The factors involved are these: an increased awareness on the part of local communities that they should govern their own institutions; the growing recognition that neighborhoods have need of a facility where books, toys, 8mm films, and packaged instructional materials can be circulated (I might even suggest here that the ephemeral nature of paperback books will lead to a free distribution of some printed materials); and the ultimate acceptance by librarians and educators that in a populist culture such facilities need not take up the majority of their floor space with stacks housing reissues of the classics. Computer-issued catalogs can permit the users of such facilities access to the holdings of the depository and retrospective collection, if they so desire.

The cultural "happenings" of the nation's poverty projects, with their art shows, their children's games, their indigenous publishing programs, their sense of cultural life and identification: all these give us some inkling into the trend of tomor-

row.

These agencies reflect in part the transcendence, the impermanence of contemporary life. Libraries will become part of the here and now, and at least some of them will bear little resemblance to those neat Carnegie branches once dedicated with marble plaques insuring their usefulness "forever."

Because print has changing utilities, or perhaps, because we are better able to articulate the varying usefulness of print, libraries will reflect these variables. As such, one library may indeed preserve the record of past achievement for the dedicated student and serious reader. By the same coin, another will serve to disseminate its wares to a very different group of users, users who will in part determine the stock of libraries and may even help to create them.

The "library" then, and that word will have many connotations, both loses and gains from our changing concepts about print. In part, it loses its identity as physical plant and institution, for its location will be impermanent and its resources ever changing. Yet, it will gain in adaptability since its clientele will become no longer readers but an audience (in the older meaning of that word), an audience of younger people attuned not only to reading but also to listening and watching.

There is something to be said in relation to this loss and to this gain. Buildings decorated with marble carvings honoring Dante, Shakespeare, and Homer smack only of the past; they do little to remind us that the future is yet to be explored. If the world without walls is a just notion, and I believe that it is, then those institutions which survive in it must partake of the flavor of that concept. Libraries where things do not always have to be brought back are an extremely attractive idea.

Perhaps, this little aside will better explain what I mean. Some years ago, Robert Frost came to my university to lecture. The day comes to my mind with photographic clarity; it was the first time I had seen a major poet. After reciting some of his poems, Mr. Frost began to play word games with the students, and he would call out a work asking the students to respond with its antonym. One such word was "civilization," and all those bright young men seated on the front rows of the lecture hall cried out, "barbarism" Mr. Frost smiled, and he said: "Well, gentlemen, that might be your choice, but mine would be 'utopia.'" I have always remembered that incident, for it is good to know that poets see civilization not as that force which keeps the barbaric horde at bay but rather as a mere halfway house, a stopping place on that long road leading to goals of social perfectability which, however unobtainable, must nonetheless remain in view. And sometimes, when I attend those dedication ceremonies of new schools, or colleges, or libraries at which all too many of us become too self-congratulatory, I remember that day so many years ago and think again of the poet, who once told me that it is occasionally the better part of wisdom to present myself at ceremonies which celebrate not the building of walls but rather the tearing of them down.

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GETTING PEOPLE TO READ -- WHOSE RESPONSIBILITY?

Dan Lacy, Senior Vice President,
McGraw-Hill Book Company

"Reading" is a word with many meanings. One is the ability to see an array of written symbols and to be able to say orally the words for which they stand, whether we say them out loud or merely form them in our own minds.

This can be a purely mechanical operation. One can take a language with highly phonetic spelling like Spanish, or better, Swahili, and within a few hours teach a reasonably intelligent person who is totally unfamiliar with the language to utter the appropriate sounds when he sees a group of symbols. A non-Spanish-speaking child can easily be taught to say "oso" when he sees the letters O S O, without his forming any notion of the animal we know as a "bear." And in one sense, but I think a false sense, this is reading. But a Spanish-speaking child would derive from the letters not only a sound but a concept, a meaning. He would not only hear the sound "oso," but see in his mind the burly bear; and he would be "reading" in a different sense.

"Reading," when we speak of deriving meaning from the alphabetic symbols of written language, involves two steps: letters to verbal symbol, and verbal symbol to meaning.

The first of these steps is really quite simple. A competently taught adult of normal intelligence can easily learn to go from letters to sounds in a very few hours if he is dealing with a phonetically regular language. Even in the case of so irregular a language as English, the quick mastery of phonics is within the grasp of quite modest intelligences. Indeed, even children we think of as retarded easily master more complex symbol systems than an alphabet when they have a realistic use in their lives.

Yet millions of persons manage to spend not hours or weeks or months but years in our schools, with the teaching of reading as the schools' primary responsibility, without ever learning to read with minimally adequate competence. That failure excludes them from effectice participation in the American politics as citizens or in the American economy as producers and consumers or in the American society as equals. It is one of the most serious problems in American life, and an almost unbelievable indictment of American education.

When teaching reading is the main thing you are trying to do, how in heaven's name is it possible for a school to have a child thirty hours a week, nine months a year, for year after year and still not succeed?

Perhaps the main reason is that the trying is sometimes pretty perfunctory. If every teacher felt, right to the bottom of his soul, that he was a professional disgrace and catastrophe if he helped ruin even one life by letting a normal or even nearly normal child be in his class for even one year without learning to read adequately for his grade and if he knew he was going to be fired for that failure, I suspect reading retardation would nearly vanish. As it is, too many teachers feel way down in them that reading difficulty is congenital and to be expected in black children and Indian children and poor white children. They are delighted if one of those children does read easily and well, but they are able

to maintain their composure in the face of failure. Confronted with this subtly conveyed attitude, the child may come too readily to agree with the inevitability of his failure--indeed acceptance of failure frees him as well as his teacher from responsibility and effort. To break through the encysted fear and embarrassment an illiterate or quasi-literate 5th or 6th grader feels on the subject of reading has become by that time very nearly impossible.

But there have been problems of method as well. American education has been fully aware that "reading" in any proner sense, has meant going all the way from the letters to the meaning, and not simply from the letters to the sound, and teachers have hence directed their attention to this total leap. With most children this works well. Most children are able to pick up the phonic code almost subconsciously, even though no special effort is devoted to teaching it. And most children have a command of the vocabulary and syntax of the standard English in which their books are written which is adequate for their grade level. This lucky majority responds well to the methods of teaching reading that predominated in American schools for the last generation. The relative lack of emphasis on phonics relieved them of tedious drill, and the emphasis on meaning and interpretation made their reading more interesting.

But this approach ignores or slide over some of the special problems that children may encounter in either of the two separable steps -- letters to sound, and sound to meaning -- in reading. Children may have visual or psychmotor problems that impede their clearly identifying the visual symbols and arranging them in their minds. Or they may be frightened and embarrassed in the early days of school and fail to get the hang of translating letters to sounds. And the farther they drop behind classmates in this skill, the more a growing sense of fear and shame immobilizes them. Concealment in a large class, skill in guessing at words, memorizing phrases, learning to recognize whole words ideograph-like -- all this may hide from an incurious teacher a failure to master the phonic code or even to understand that there is one. The educational conservatives were wrong in attacking the emphasis educators of the last generation placed on reading directly for meaning, but they were right in attacking the lack of emphasis on simple skill in phonics.

But I suspect many more of the reading difficulties in our schools come in the latter half of the reading process, in arriving at meaning, and that they come from the fact that their children are learning to read in a foreign language. For many Mexican-American, Indian, and Puerto Rican children this is, of course, true in a quite literal sense. Spanish or Navaho may be the language of their homes and they may have a very uncertain grasp indeed--if any--of the English words they are supposed to spell out and understand from the text before them. There have been interesting demonstrations of this problem in African schools. In British imperial days, black African children--if taught at all --were taught reading in English. Their teachers, indeed, were likely to be incompetent to teach in any other language; there was little in the way of literature and probably nothing in the way of reading texts in native tongues, and--most important of all--teachers were so utterly convinced of the superiority in both might and quality of the English-speaking powers that it seemed wasteful not to plunge children immediately into reading in the one tongue that opened the door to this might and quality. Most children learned nevertheless; but many did not, including many of high

ability. When after independence reading was taught in the native language; the skill was far more easily mastered, and the subsequent transition to the reading of English has been easy too.

This experience may be suggestive for those schools, many in the Southwest, where many students whose first language is Spanish or one of the American Indian tongues. But the typical problem of American schools is not with children whose first language is not English, but rather with children whose familiarity with English does not embrace the range of vocabulary and the complex and abstract usages that are likely to be common in even relatively simple reading materials.

It is not merely that children from homes that are materially and culturally impoverished may simply not know some of the nouns and verbs used in stories because they have never seen the objects or had the sort of experience described, may never have lived the white-picket-fenced life of Dick and Jane. The problem is somewhat more subtle, and light is thrown on it by experiments carried on quite a number of years ago in Chicago by Alison Davis and some of his associates. In these experiments extensive tests were made of the vocabularies of two groups of pre-school children, one from homes of great poverty, the other from homes of highly educated professionals. In the case of words with concrete and visible referents--house, car, ball, run, red--though the upper-class children did better, the margins of difference were quite small. But in the case of abstract words expressing relations--up, down, after, behind, because, love, hate, instead of--the gulf was wide. For the children from the poorer homes, the function of language was to name the objects and acts that were daily encountered. In the privileged homes, the children had learned by example to use language as a means of abstracting elements from their environment for contemplation and of defining or rearranging relationships among those elements in their minds.

This is peculiarly the function of written language. When we rise above the level of the stop-sign, the street name, the identifying "men" on the restroom door, written language is not, like spoken language often is, simply a component of acting, a piece itself of the flow of experience in which it takes place. Written language is necessarily apart from the experience described. It is not the boy in his play actually, calling "Here, Jip!" to his dog. It is language at a distance, picking out from the infinity of events that swirled in the flow of action of the boy and his dog--abstracting if you will--a single set of events and framing them in a relationship: "John called Jip and Jip came running to him." In even the simplest of writing, speech has become not a way of acting, but a recounting of action that selects pieces of all the actions, characterizes them, links them, arranges them.

A child who has not learned to use speech in this way--to employ it as an instrument by which he picks out from the encompassing flow of experience around him certain aspects which he can hold at arm's length, arrange, and communicate--does not use the written language he will encounter in books, even the simplest books. It is not merely a matter of a limited vocabulary, of not being familiar with the words he will be reading--it is a more difficult matter, a difference in the function of language, in the fundamental mental structures that confront each other. It is much easier for a Spanish, French, or German speaking person who has learned this symbolical use of language to make the transition from his native language to English than it is for one who grew up using English words only

as acts to learn to use them as symbols for the abstractions and organization of elements of from the real environment.

Very often, in other words, an inability to handle the written language is a difficulty with the language itself rather than with the fact that it is written.

It is becoming increasingly clear that there are at least four components of a successful program to help those children to achieve an effective reading ability who are now failing in that goal. One, and the most important, is a conviction that the children can all learn to read easily and well and an absolute determination to see that they do. One is the exercise of care to see that the rather simple phonic code is well, thoroughly, and early learned. And one is the need to establish. from the earliest age, the use of speech as a symbolic system for understanding and arranging experience. This means a chance, day in and day out, to hear speech so used and to be encouraged, by sympathetic and tentative listening to to use it. Head Start programs are making a beginning in this direction, but reach far too few children far too briefly. Television--even routine commercial television--may offer a better chance if the programs do use words abundantly and symbolically to carry the meaning, not merely as the squawks and interjections common to cartoon show; but they fail in the opportunity to respond. And a fourth is to make available, once the child is beginning to read an abundance of material appropriate to his level of skills and appealing to his particular interests.

But I think all of us know that reading is not a matter of skill only. There are millions of Americans who read with adequate competence; who have no difficulty in arriving swiftly at the meanings recorded in printed words, and yet who never in fact read for any but the routine purposes of the job, skimming the daily paper, and getting through the commonplaces of life. The magnificent power they have to reach through space and time to other experiences, to enter the minds of other men, to analyze and perceive in new lights the experience around them, lies wasted and unused.

Why?

One reason is surely what happens about the time of adolescence to fix what will become adult attitudes toward books and reading. Children, if they have the chance and if they have no serious reading difficulties, are likely to read with some avidity. Their teen-age older brothers and sisters are likely to read much less. In part this is because the school's emphasis of reading has diminished in comparison with that in elementary school. In larger part it is because dates and cars and sports consume their time and energy. But I suspect that there is a more important reason why an adolescent, having outgrown children's books, fails to turn to adult books. In the conflict between society's discipline and the adolescent's thrust to be his independent self, books have been one of the instruments of adult control: the textbook, the etiquette book, the assigned reading in classics, the reading prescribed in Sunday school. But they also have been, and can be, one of the instruments by which the young man or woman fights for his own independent identity, in rebellion, when necessary, against society's norms. Society has gone to some lengths indeed to assure that young people would not have books that would encourage them to oppose the received views of politics, economics, religion, or

sex. Dissident books on these subjects used to be on restricted or "adult only" shelves in public libraries and even to-day are thinly represented in high school libraries. Not even the very liberal President's Commission on Obscenity was willing that society should allow young people to make their own choices about the sexual content of their reading.

A great deal, I think depends on whether reading, at the crucial formative periods of adolescence, is viewed by young people as another of the instruments by which adults seek to shape them into a conformity of ideas and behavior, or whether it is viewed as one of their own instruments to explore reality for themselves and shape their own ideas and personalities. The extent, for example, to which high school literature classes are devoted exclusively to classics whose relevance to contemporary problems is not easy for young people to see, or--in contrast--the extent to which they may give an opportunity for reading and discussion of works selected by the students as important to their own interests may have a good deal to do with the shaping of attitudes toward reading.

Another factor forming adult attitudes toward reading is certainly the experience of college, which now affects almost half the upcoming generation. All the few surveys that exist show that college graduates read more than persons of comparable age who did not attend college. But one should not accept this as proof that the college experience makes readers out of non-readers and better readers out of poor readers. On the contrary, it is much more probable that it merely demonstrates that, traditionally at least, readers tended to go to college and non-readers not to go. The great increase in college attendance in the last decade may hence not mean the creation of an enormous new generation of readers; it may mean merely that non-readers as well as readers are now attending college. As a matter of fact, some research has suggested that college seniors do less independent reading than college freshman, and that the college experience--at least that of a decade ago when the research was done--tended rather to discourage than to encourage independent reading.

This may well be so. The very rigor of college education to-day, with its enormous amounts of required reading, may preempt the time and stifle the interest in reading for the student's own ends. When the scaffolding of course requirements is removed at graduation there may not be left any self-directed motives to sustain reading.

But I suspect that most important of all in shaping attitudes toward reading is the fundamental set of attitudes toward life itself. Marshall McLuhan has contrasted our perception of experience as it is derived from films and television with the perception derived from reading. In the former case there is a simultaneous awareness of all the aspects of a flow of experience, an immersion in it. But reading, in McLuhan's vivid phrase, involves "linear" thinking, in which individual aspects of that total flow of experience are removed and arranged in a line, like the lines of type in which they are recorded. McLuhan has seen the immersion, or participant, form of the media coming to predominate. And certainly something in our present culture calls out for unexamined, open, participant immersion in life. The young are likely to insist on a mystic, sometimes drug-assisted participation in experience, with barriers removed; and by their stammering "you knows" and "likes" demonstrate a reluctance, perhaps an inability, to formulate that experience in words. Sensitivity training sessions,

T-groups and other devices are set up to enable wordbound adults to achieve the same immediacy of experience. Poetry, art, music, and film have abandoned traditional vocabulary and syntax seeking an unorganized, unpredetermined exposure to an emotion deliberately without meaning--received for its own sake, not for its "meaning."

It is not a new thrust of the human spirit--this drive to strip life of "meanings" and symbols in order to experience reality naked and directly. It has been so with the great mystics, whose experiences have been quite literally "ineffable"--that is, incapable of expression in words. Shakespeare could understand the young man throwing himself into the healing wholeness of unregarding action in revulsion to the life he found "sicklied o'er with the pale cast of thought." And so masterly a magician of words and meanings as Archibald MacLeish has been able to say: "A poem should not mean but be, palpable and mute as a globed fruit." And indeed this naked immersion in life, wordless and unsymbolized, is a debt we owe our wholeness, and we rightly suspect a verbalism that does not seek to grasp and master experience, but only to hold it at a distance.

And yet, merely to feel life, merely to float participant in it, is to abandon our specifically human capacity to understand and in some part master it. It is to lead that "unexamined life" which since the days of the Greeks thoughtful men have held not worth living. It is quite specifically that capacity for linear thinking, which McLuhan held up as a limitation, that makes writing and reading the unique instrument it is for the intellectual mastery of experience. All written words are abstract--as are all spoken words that are not themselves direct elements of action--even the simplest. An infinity of events flows past us in every hour of our lives; the simplest account a child can give of its day abstracts a few of them and suppresses the irrelevant remainder. And this abstractness is essential to thought, for one can only think by singling out of the totality of the ongoing and enveloping universe the particular elements which one wishes to tag and keep in mind.

Moreover all written words--and all spoken words except those that themselves are acts--are metaphors. To call a creature a "man" is in itself to liken him to all other men; to say that the sky is "blue" associates it with all other blue things. We cannot speak or write in consecutive words without in the very act pulling out certain elements from the totality about us and linking them with like elements of all our past experience, actual or vicarious.

And when we read, we deal with experience that has been analyzed and organized in the same way, whether it be the child's simple account of an event as school which has been singled out and grouped with all like events, or whether it be the account of a great philosopher who finds elements in the universe which link with others across the light-years and millenia to form organized systems of universal ideas. The system of words, those symbols by which man became human and found and communicated meaning in the universe around him remain the greatest of human achievements, from which all else that is human grows. And the power of reading and writing which organizes these symbols into broad structures of thought is the noblest expression of that achievement.

Through the use of reading, the tiny, fragile, and very mortal cells that make up our brain can extend themselves through etern-

ities of time and infinities of space, and can link themselves with all the greatest of brains who have made our world. It is the most precious of all human abilities.

This is an overlong way of saying that reading in its fullest sense is neither a symbol skill alone nor a rote induced habit. Reading or not-reading has a profound social significance. Reading is transcending the limits of place and time to reach out to the whole range of human experience--and to reach out to it not as mere flow of sensations, but as experience perceived, as judged, as mastered and interpreted by human thought. Non-reading is remaining imprisioned in the walls of daily life, bereft of the instruments of magnificence that lie ready to hand for the human mind, unable to seek out the meanings even of the narrow limits of personal experience.

To return to our original question--getting people to read, whose responsibility?--we can see that when reading is viewed in this aspect, the question becomes as broad as "who is responsible for making us wise, or making us thoughtful?" It admits a hundred answers, and it defines a responsibility in which we all share.

But lest it be thought everyone's responsibilities is no one's responsibility, let us try to identify some of the specific responsibilities borne by our institutions and professions:

1. An effective program to encourage readers means first of all a major expansion of a pre-school, head-start type of experience for children who do not have extensive verbal experience at home. These programs should begin at the earliest possible age, coupled with day-care centers where they exist, and should emphasize the opportunity to talk, to listen, and to be listened to.

2. It means head-start and kindergarten programs dovetailed into school programs that continue the same solicitous attention to each individual child and that make the effective literacy of every child their overriding objective. No normal child should be allowed to fall short of the minimal reading expectations of his grade, and those minimal expectations should be scaled to the full attainment of adult reading effectiveness by the end of elementary school. Nothing--nothing--should be allowed to excuse a school's failure in this area, and every school should have the resources for individual tutoring and special materials as needed. The cost of dispelling reading difficulties at their first appearance will be quite large, but trivial in comparison with the social cost of allowing functional illiteracy to become imbedded in failure patterns that destroy the useful lives of those who suffer it.

3. It means that at the earliest date, children should begin to think of reading as an instrument of their personal self-realizations rather than as a means of complying with social demands. This means having available in the school and public library and if possible at home a wide variety of books, not sifted out and organized to become of adult control. This means liberally organized and supported school and public libraries. And it means a tolerance of books that young people think of as helping them to understand themselves and the world, whatever adults think of them.

4. It means that the priority that reading has enjoyed in elementary school should be maintained in high school. It ought to be an aim of every course, and not merely of English, to ex-

cite the student's interest in exploring for himself the resources that books and journals afford. The needs and possibilities are obvious in social studies, but no less so in science, shop, business courses, and others.

5. It means that television has a major responsibility--commercial as well as educational, for commercial television is, next to the family and the school itself, the most penetrating and continuous contact society has with children. The first responsibility is that programs for very young children should have a lot of talk, shows that naturally and implicitly demonstrate the meaning of words --not only concrete nouns and verbs but abstract and relational words. The "Pop, Bang, Zowie" which is the only verbiage of too many of the staple cartoon shows tragically misses an opportunity to meet some children at the point of greatest need.

And educational programs at least ought to be designed to lead the viewer on to a next step--to arouse an interest that can be fulfilled by reading.

6. It means some special responsibilities for public libraries beyond these implicit in what we have been saying. One of the things we do know about reading is that the more abundantly and easily books are available, the more they are read. The public library is society's principal instrument for making books available to people generally, assembled in broad collections that offer the reader his choice of what he will pursue. The number and location of libraries and library branches and the size of their holdings are matters of crucial importance, obviously determined primarily by budgetary limits which the library cannot control. But number and size are not the only influence. Relevance of the collection to the interests of potential users, especially those who must be won to the library, is of equal importance, especially in an institution in which to the public mind books have too often meant bookishness. And in particular, the atmosphere and physical arrangement of the library and even more the attitudes of its staff will determine whether the hesitant reader finds in it a welcoming institution, attuned to his own life interests, and ready to help him with materials that he can use to achieve them.

It means that colleges have a responsibility to teach every subject not as an impounded reservoir of knowledge, but as a flowing stream. A student ought to leave college knowing that the physics of his college days will no more be the physics of his maturity than it was the physics of his father's college days; that economics will change as much in the next thirty years as it has in the last fifty; that the novels and poems and plays and essays that will speak for his own generation's encounter with being have yet to be written. He should graduate convinced that college opened the way to his education, not completed it--that he is now prepared to participate in the vast adventure of the decades ahead.

The human race has developed instruments for acquiring knowledge never before known, that can reach across hundreds of millions of light years of space and into the nuclei of atoms, producing an outpouring of knowledge never before even approached. To grasp and organize this, perceive its meanings, subdue it to the mastery of the human mind, rebuild our philosophies and our conceptions of the universe--what a challenge of infinite excitement!

And all can share--all reach out and join minds through the symbolizing magic of language as it abstracts and generalizes and compares and communicates. It is all there waiting for him who will reach out to read.

That is all there, and so too is the dreary travel to the job, the routine work done and redone, the beer and the TV, the night of bowling once a week, and the too quick coming of the twilight and the dark.

When we say whose responsibility it is to get people to read, we are really saying whose responsibility is it to open minds to the coursing, changing, infinitely various magnificence before us. And I guess the responsibility belongs to us all--each for himself, and each for everyone he can reach, as parent, teacher, librarian, friend, to share this wonder.

JUDGING QUALITY IN CONTEMPORARY CHILDREN'S BOOKS
(Excerpts from the text of a slide program presentation)
Dr. Hans A. Halbey, Director, Klingspor Museum,
Offenbach, Germany

"The first point of quality (is) to have an idea--and to know how (to express it)--the famous shot in the dark."

"Surrealism...is a most important part of children's play; we combine things and ideas which cannot be combined in reality... The children are perplexed, and they like to be confused. (Speaking of the Japanese children's book, published in the U.S. as Topsy-Turvies) Our confusion is caused by the sophisticated mixture of reality, knowledge of reality in the perspective design and the logical turning back of both, the perspective and the reality."

"We have to realize that children do not look only with their eyes. They also observe the pictures with all their phantastic sensitivity. They are able to see more than the grownups who have lost the small bridge between reality and phantasy."

(Comparing a comic picture with a painting for a children's book by the Swiss artist Herbert Leupin) Children like dwarfs. They know that dwarfs don't exist. But they have imagination enough to want them alive whenever they need them alive. Children are enabled to create things of the non-existing world as long as they need them for their play. Now to speak of the quality: it is very difficult for children to use the bridge of phantasy in this comic picture. Why? There is no hidden life in the picture, because the picture is only a cliche--a stereotype among thousands and thousands of the same type. (But--of the Leupin painting) at the moment when children look on that magical nightly procession they feel something of the certain atmosphere. They are sure to hear the dwarfs whispering and sneaking (along) in the light of the stars."

(Of Hans Fischer) "For my opinion he has been one of the greatest artists painting and drawing for children...each one of his works is as good and of as high level as the best drawings in the world of so-called free arts...Please, do watch the flying owl from Hans Fischer and you know something of the mystery of art at all: the mystery of hidden life in each line and color and of the real air on the white paper."

"I have written an article about that very important difference (comparing pictures from books illustrating the same story by Piatti and by Winter and Bischoff) in children's book illustrations... the closed form and the open form. The closed form is finished and not changeable in your mind. The opened form is unfinished but open for your final creation by looking or remembering the picture...you need some effort of imagination when you try to read the picture, (to) try to finish it."

"We need a lot of children's books which are able to stimulate the child's imagination...For children it is most important that they get many influences to develop their possibility for creative thinking and imagination. A child who is suffering from injustice--or a child bothered by the sisters, brothers or parents --a child in any disturbing situation needs nothing more than a colored pencil and a leaflet of paper. Why? To make it free from all trouble by painting or looking on pictures. While looking the

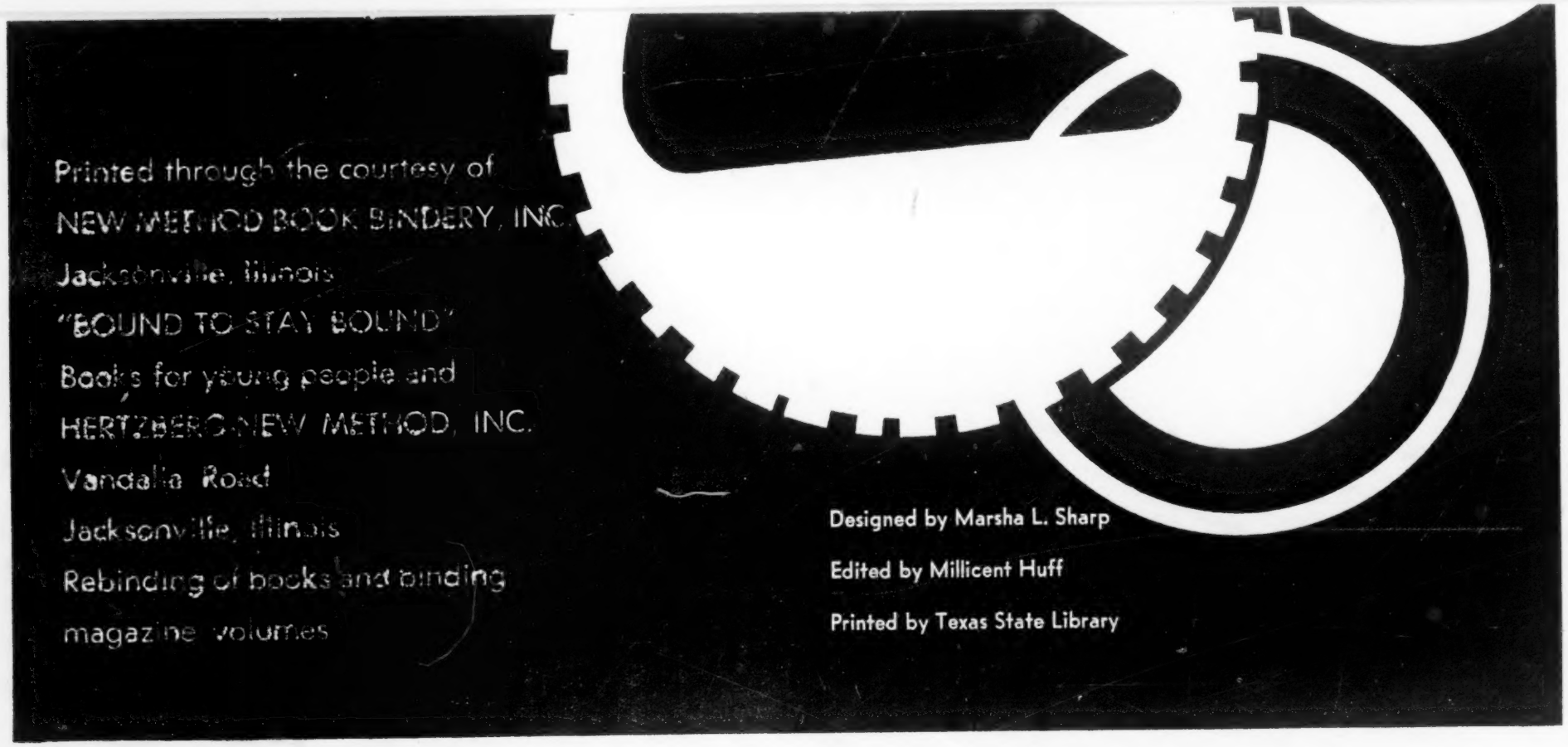
child is able to transfer his own trouble on the picture's figures. But it needs the power of imagination. If there is no power like that, the child is in danger to get disordered and finally to become sick. Many doctors know the way to open the disturbed mind of a child; they let the child paint."

"I think that we need more children's books concerned with the human problems of our world, with questions of society, questions of races and with ideas of human relationship. I know that is very difficult--just for picture books. How to speak in picture books about the war! It is not possible with pure information about the reality of war, because children are in a large distance to the neighbor's problems. So we have to help them finding themselves. (Speaking of Anita Lobel's Potatoes Here--Potatoes There)* It is only a fable of the war. But I feel there is a way to speak of (it) with children."

(Of Werner Klemke's illustrations for Ferdinand) "We have to watch a certain point of quality in those illustrations. By writing the story by hand with the same colored pencils as the pictures the artist made the story light and simple. So his illustrations give only some touches, some lights, some lines, and some colors--here a little bit, there a little bit. That causes the effect of a parable--far from reality, incredible as reality--but convincing as any possibility of reality."

(Of Sendak"s Wild Things) "Here we have also a parable based on the dream of little Max. But it is happening in a world you can imagine as existing--just in the world of dreams. By the way; children like it very much. They are just in the middle between a certain kind of fear and delivering from fear by laughing."

"Here is the main problem of diffusing good children's books: firstly we have to educate the parents and uncles and aunts and the nurseries and teachers and, and, and...We do need the TV evening hours for training grown-ups laughing and looking at children's books. (Speaking of the experience of exhibits at the Klingspor Museum of jumping jacks by 150 different artists which were enjoyed by adults as well as children) That was the great experience of our exhibits: to make the grown-ups feel again like children--to make them play, because a children's book is a most important part of playing."



Printed through the courtesy of
NEW METHOD BOOK BINDERY, INC.
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"BOUND TO STAY BOUND"
Books for young people and
HERTZBERG-NEW METHOD, INC.
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Rebinding of books and binding
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Designed by Marsha L. Sharp

Edited by Millicent Huff

Printed by Texas State Library

Southwestern Library Association

Twenty-third Biennial Conference

November 5-7, 1970
Sheraton Fort Worth Hotel
Fort Worth, Texas

SOUTHWESTERN LIBRARY ASSOCIATION OFFICERS

Executive Board

President: Mrs. Allie Beth Martin, Director, Tulsa City-County Library, Tulsa, Oklahoma

First Vice-President and President-Elect: Lee B. Brawner, Assistant State Librarian, Texas State Library, Austin

Second Vice-President: Donald M. Powell, Associate University Librarian, University of Arizona, Tucson

Secretary: Mrs. Reva Chesson, Supervisor of School Libraries, Calcasieu Parish School Board, Lake Charles

Treasurer: Mrs. Robert Keathley, Librarian, Arkansas River Valley Regional Library, Dardanelle

Immediate Past President: David O. Kelley, University Librarian, University of New Mexico, Albuquerque

Executive Secretary:
Mrs. Della Thomas, Oklahoma State University Library, Stillwater

Conference participants must wear registration badges to be admitted to meetings.

indicates Southwestern Library Association officers and committee chairmen appearing on the program. The list of officers continues on page 21.

Southwestern Library Association

Twenty-third Biennial Conference

November 5-7, 1970
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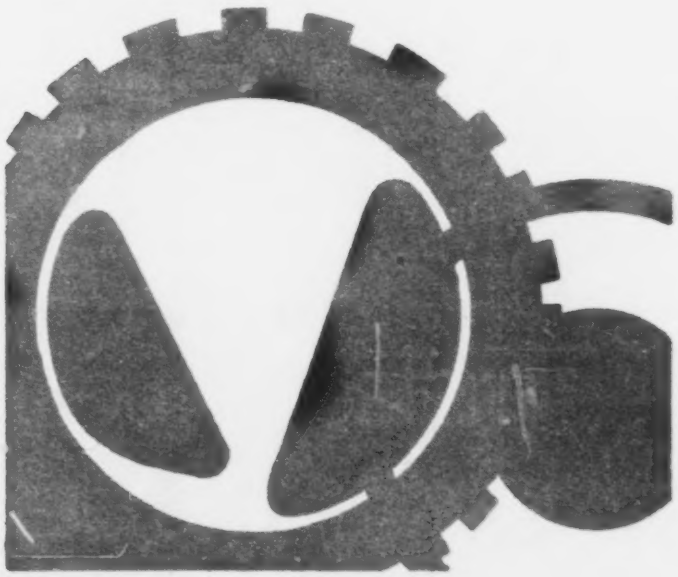
Fort Worth, Texas



◀SWLA President, Mrs. Allie Beth Martin, convenes the Twenty-Third Biennial Conference.

◀Mrs. Katharine Keathley, SWLA Treasurer, greets Miss Freddy Schader at the Conference Reception.

◀Lee B. Brawner was elected President for 1971/72.

▼The business of the association was presented at the Sixth General Session

SOUTHWESTERN LIBRARY ASSOCIATION

THEME

THE HUMANIST COUNTER-CULTURE IN A TECHNOLOGICAL AGE: FUTURE OF ADULT READING AND MEDIA IN AMERICA

◀Head Table for the First General Session. Left to right: Sam G. Whitten, Chm. Policy Committee; Mrs. Reva Chesson, Secretary; Peter Jennison, Exec. Dir. Nation. Book Committee; Lee B. Brawner, Vice-President; Mrs. Allie Beth Martin, President; Mrs. Lillian M Bradshaw, ALA President; David O. Kelley, Immediate Past President; Mrs. Katharine Keathley, Treasurer; Mrs. Della Thomas, Executiv Secretary.

As We

examine the role of books, reading, media, libraries, and publishing in adult society and discuss the effects of non-book media on the book medium;

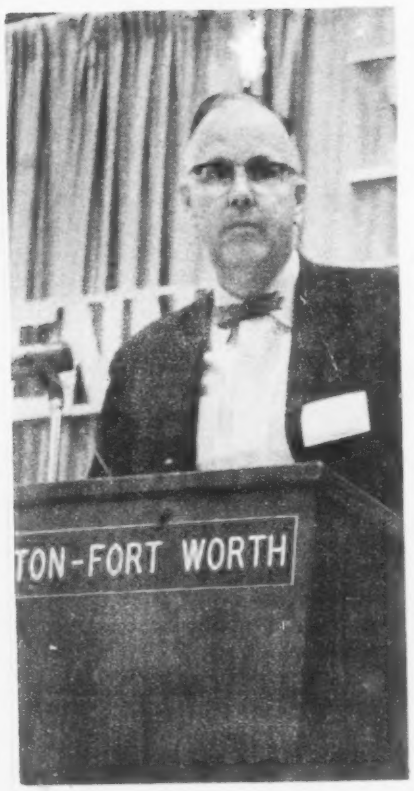
develop greater understanding of social changes that will affect libraries, reading, and publishers in the next two decades;

review cultural, intellectual, and literary needs of the increasingly literate society in America and the relation of libraries and publishing to those needs.

Perhaps We Can

project effective plans and programs for library service to meet future changes in the response of adults to books and non-book publishing.

◀John Wayne Smith, Chairman of the AMBAC-SWLA Joint Committee, introduces Miss Elvia Barberana, President of the *Asociacion Mexicana de Bibliotecarios.*



▲William H. Lowry, Chairman of the Constitution and By-Laws Committee, presents report to First General Session.

▶John C. Frantz, Exec. Chairman, National Book Committee, participated in NBC Pre-Conference Workshop and as panelist at Second General Session.

▶Virginia H. Mathews, Deputy Director, National Book Committee, highlighted "The Right to Read" program at NBC Citizen Action Pre-Conference Workshop and moderated Panel for Fourth General Session.

ANNOUNCEMENTS

Acknowledgments

The Southwest Library Association gratefully acknowledges the following individuals, foundations, and corporations who have contributed funds to the association for this 23rd Biennial Conference:

National Book Committee, Inc.
New York, New York

A. M. Pate, Jr., Fort Worth
Chairman, Regional Supporting Committee

Conference Exhibits

All exhibits are on the mezzanine level in the Grand Ballroom and the Santa Gertrudis Room. Exhibit Area Hours:

Wednesday, November 4	6 p.m. to 8 p.m.
Thursday, November 5	8 a.m. to 6 p.m.
Friday, November 6	8 a.m. to 6 p.m.
Saturday, November 7	8 a.m. to 10 a.m.

Conference Registration and Tickets for Meal Functions

Conference registration counters including the sale of tickets for meal function meetings are located on the mezzanine level. Registration counter hours:

Wednesday, November 4	2 p.m. to 8 p.m.
Thursday, November 5	8 a.m. to 6 p.m.
Friday, November 6	8 a.m. to 6 p.m.
Saturday, November 7	8 a.m. to 10 a.m.

TWENTY-THIRD BIENNIAL CONFERENCE

SOUTHWESTERN LIBRARY ASSOCIATION

PRE-CONFERENCE WORKSHOPS AND INSTITUTES

TUESDAY, NOVEMBER 3

ADMINISTRATIVE AND INTERDISCIPLINARY
ASPECTS OF AUTOMATION OF LIBRARIES

Learning Resources Center, Northeast Campus,
Tarrant County Junior College District

November 3, 8:30 a.m. - 5:30 p.m.
November 4, 8:30 a.m. - 5:30 p.m.

Presiding: John B. Corbin, Tarrant County Junior College District, Fort Worth, Texas

NATIONAL BOOK COMMITTEE:
CITIZEN ACTION WORKSHOP

Sheraton Fort Worth Hotel, Longhorn Room

November 3, 1 p.m. - 5 p.m.
November 4, 9 a.m. - 5 p.m.

Program: Developing Citizen Action Techniques for: National Library Week; "The Right to Read" literacy programs; "Early Childhood Reading" programs; and guidelines for reading programs relating to environmental and urbanization problems.

Workshop Directors: John C. Frantz, Executive Chairman, National Book Committee; Virginia Mathews, Deputy Director, National Book Committee

WEDNESDAY, NOVEMBER 4

LIBRARY EDUCATION COMMITTEE: NEW PROGRAMS IN LIBRARY EDUCATION IN THE SOUTHWEST

Sheraton Fort Worth Hotel, Shorthorn Room
9:30 a.m. - 5 p.m.

Program: Reports on New Programs in Library Schools of the Southwest.
Tour of the Northwest Campus of Tarrant County Junior College Learning Center

Presiding: Dr. Sarah Law Kennerly, North Texas State University, Chairman, SWLA Library Education Committee

MEDIA AND MARC II INSTITUTE

Sheraton Fort Worth Hotel, Junior Ballroom A & B
8:30 a.m. - 4:30 p.m.

Program: ALPS Demonstration by System Development Corporation.
"MARC II Format and Media Materials," Mrs. Henriette D. Avram, Library of Congress
Tour of Dallas Baptist College

Presiding: Orin Hatch, New Mexico Junior College, Lovington, New Mexico

Consultants: Representatives from USOE Institute on Systems and Standards for the Bibliographic Control of Media

TRUSTEE ORGANIZATION/ASSOCIATION SURVEY TEAM WORKSHOP

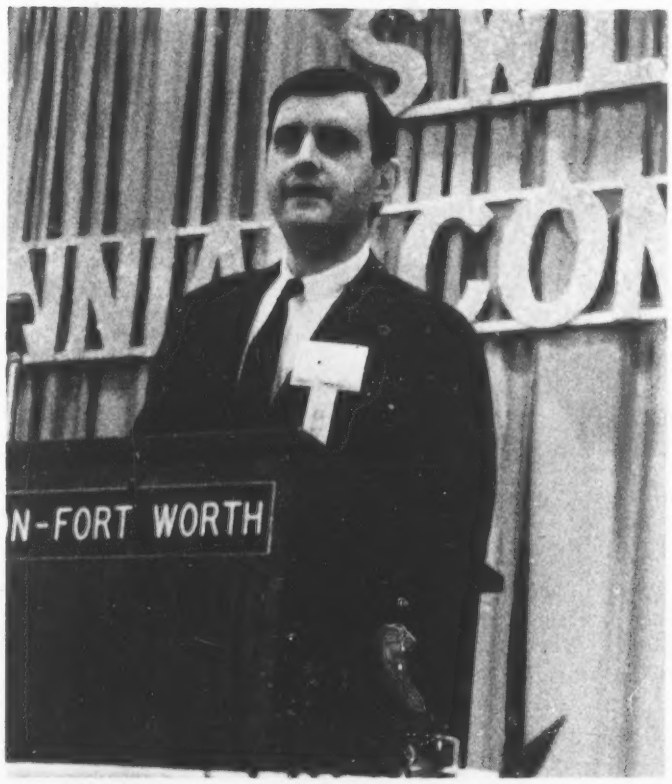
Sheraton Fort Worth Hotel, Directors Room No. 359
9:30 a.m. - 5 p.m.

Program: Strengthening State Library Trustee Associations: A review of the J. Morris Jones ALA Goals Award study project on state trustee organizations.

Workshop Director: Mrs. Alice Ihrig, Oak Lawn, Illinois: Chairman of the Trustee Organization Survey Team of the American Library Trustee Association. Donald H. Trottier, Executive Secretary, ALTA

David L. Reich, Chairman of the Resolutions Committee, and L. B. Woods, Tyler (Texas) Public Library, at a conference session.

◀Peter Jennison addressing the First General Session.



▶Fred Krueger introducing film at the First General Session.

TWENTY-THIRD BIENNIAL
CONFERENCE PROGRAM

SOUTHWESTERN LIBRARY ASSOCIATION

WEDNESDAY, NOVEMBER 4, 1970

EXECUTIVE BOARD DINNER
SOUTHWESTERN LIBRARY ASSOCIATION
(Closed)

7 p.m. Town Club

Presiding: Mrs. Allie Beth Martin, Director, Tulsa City-County Library; President, Southwestern Library Association

THURSDAY, NOVEMBER 5, 1970

FIRST GENERAL SESSION

9 a.m. Grand Ballroom

Presiding: Mrs. Allie Beth Martin, Tulsa City-County Library

Program Overview: Lee B. Brawner, Texas State Library

Variety of Readers and Reading in 1980

Peter Jennison
Executive Director, National Book Committee

Executive Board and Committee Reports

Film Preview: "Library-Learning Centers: WHAT'S Happening." Fred Krueger, Director of Community Relations, Encyclopaedia Britannica

Panelists Leonard Sanders and Dr. Gerald Eberle at the Second General Session.

Lon Tinkle and Robert Wilson, panelists, respond at the Second General Session.

Panelists Dan Lacy and Dr. Cliff Warren react at the Second General Session.

CHILDREN AND YOUNG PEOPLES SECTION LUNCHEON

12 noon — Junior Ballrooms B, C, & D

Presiding: Mary Ann Wentworth, Oklahoma Department of Libraries

Illustrated Lecture: Judging Quality in Contemporary Children's Books. Dr. Hans A. Halbey, Director, The Klingspor-Museum, Offenbach, Germany, and Library School Professor, Frankfurt.

SWLA/ALA CHAPTER RELATIONS PROJECT LUNCHEON (Closed)

12 noon — Shorthorn Room

Presiding: Mrs. Grace T. Stevenson, Tucson, Arizona, Project Director; Heartsill H. Young, University of Texas at Austin, Project Chairman

AMERICAN LIBRARY ASSOCIATION MEMBERSHIP COMMITTEE LUNCHEON (Closed)

12 noon — Directors Room No. 359

CHAPTER RESPONSE TO ALA ACONDA REPORT (Invitational Meeting)

1 p.m. — Longhorn Room

Discussion Leaders: Richard L. Waters, Dallas Public Library; Pearce Grove, Eastern New Mexico University

SECOND GENERAL SESSION

2:30 p.m. — Grand Ballroom

Presiding: Lee B. Brawner, Texas State Library

Introduction of Southwestern Library Association Section Chairmen

A Futuristic View of Libraries, Information Transmission and Media Forms

Dr. Vincent E. Giuliano,
Center for Information Research,
State University of New York at Buffalo

Panel Response to Jennison and Giuliano

Moderator: Ervin Eatenson, Dallas Public Library

Panelists: John C. Frantz, Executive Chairman, National Book Committee; Dr. Gerald J. Eberle, Louisiana State University in New Orleans; Leonard Sanders, Book Page Editor, Fort Worth **Star-Telegram;** William D. Wittliff, Encino Press, Austin; Robert Wilson, KERA-TV, Dallas; Dr. Cliff Warren, Central State College, Edmond, Oklahoma, Book Review Editor, WKY-TV

SOUTHWEST ACADEMIC LIBRARY CONSORTIUM

5:30 p.m. Junior Ballroom A

THIRD GENERAL SESSION

8 p.m. Grand Ballroom

Presiding: Donald M. Powell, University of Arizona

Welcome to Exhibitors: William J. Slaughter, Dallas Public Library

Welcome to Special Guests Representing the **Asociacion Mexicana de Bibliotecarios:** John Wayne Smith, El Paso Public Library

Presentation of the Southwestern Library Association Book Award

The Relative Influence of the Bookseller and the Library on the Publishing Decision

Simon Michael Bessie
President, Atheneum Publishers

CONFERENCE RECEPTION

10 p.m. — Crystal Ballroom

Honoring Mrs. Lillian M. Bradshaw, Dallas Public Library, President, American Library Association; other Special Guests; and Officers of the Southwestern Library Association

FRIDAY, NOVEMBER 6, 1970

SECTION MEETINGS

8 a.m. - 10 a.m. — Rooms As Indicated

College and University Section

Junior Ballrooms A & B

Presiding: Robert A. Houze, Trinity University

Panel Presentation: Development of Good Reading Interests and Habits in the College Student of the Seventies: A Serious Challenge to Academic Librarians

Moderator: Robert A. Houze, Trinity University

Panelists: J. O. Wallace, San Antonio College; Gerry Taylor, Arkansas State University; David O. Kelley, University of New Mexico

Public Libraries Section

Grand Ballroom

Presiding: Donald A. Riechmann, Albuquerque Public Library

Introduction of Program: Richard L. Waters, Dallas Public Library

The Humanist Counter-Culture—
About Cross-Cultural Experiences

Knowledge Transfer in the 1970's:
A Multimedia Presentation

Dr. Vincent Giuliano
State University of New York at Buffalo

Technical Services Section

Longhorn Room

Presiding: Mary Pound, University of Texas at Austin

Reading within Our Region

The Archivist and His Sources: Leon C. Metz, University of Texas at El Paso

Regional Presses: Mary Stith, University of Oklahoma Press, and Mrs. Margaret Hartley, **Southwest Review**

An Index of Texas Periodicals: Mrs. Katherine McMurrey, Texas Legislative Reference Library

FOURTH GENERAL SESSION

10:30 a.m. Grand Ballroom

Presiding: David O. Kelley, University of New Mexico

Resolutions Committee Report: David L. Reich, Dallas Public Library

Visit the Exhibits

◀Simon M. Bessie addressing the Third General Session.

◀Dr. Vincent Giuliano addressing the Second General Session and the Public Libraries Section.

▼Mrs. Vincent Giuliano videotapes portion of conference sessions.

► Kathleen Molz, principal speaker for the Third General Session, and Alex Allain, member of Third General Session Panel.

► Ralph Funk, Chairman of the Interstate Library Cooperation Committee, presides the President's Program, Part II.

► Mrs. Allie Beth Martin, President, and Mrs. Luella Higley, Chairman of the Local Arrangements Committee.

World Without Walls

Kathleen Molz
Chief, Research and Program Development Branch
Bureau of Libraries and Educational Technology
U.S. Office of Education

Panel Response to Bessie and Molz

Moderator: Virginia Mathews, Deputy Director, National Book Committee

Panelists: Mrs. Alice Gray, Little Rock Public Library; Mary E. Stith, University of Oklahoma Press; Lon Tinkle, Southern Methodist University, Book Critic, Dallas **Morning News;** Dr. Louise Cowan, University of Dallas; Alex Allain, Trustee, St. Mary Parish Library, Franklin, Louisiana

PRESIDENT'S PROGRAM

1:30 p.m. Grand Ballroom

Part I

Presiding: Mrs. Allie Beth Martin, Tulsa City County Library

Highlights from the Preliminary Chapter Relations Project; Implementation Ahead

Participants: Mrs. Grace T. Stevenson, Tucson, Arizona; Project Director; Heartsill H. Young, University of Texas at Austin, Project Chairman; Phyllis Maggeroli, Montana State Library, ALA Laison; John Anderson, San Francisco Public Library, ALA Chapter Relationships Committee

Visit the Exhibits

Part II

Presiding: Ralph Funk, Oklahoma Department of Libraries: Chairman, Interstate Library Cooperation Committee

Blueprint for Inter-State, Inter-Library Cooperation: An Action Plan Developed at the Regional Conference at Arlington, Texas, September 17-18, 1970

Participants: (Members of the Inter-State Library Cooperation Committee) Lee B. Brawner, Texas State Library; Mrs. Marguerite Cooley, Arizona State Department of Library and Archives; Sallie Farrell, Louisiana State Library; Mrs. Frances Neal, Arkansas Library Commission; Mrs. Brooke E. Sheldon, New Mexico State Library

FIFTH GENERAL SESSION
DINNER

7:30 p.m. Grand Ballroom

Presiding: Mrs. Allie Beth Martin, Tulsa City-County Library

Recognition of Local Arrangements Committee: Mrs. Luella Higley, Fort Worth Public Schools

Recognition of State Association Presidents:

Arizona: Marguerity Pasquale, Rincon High School, Tucson

Arkansas: Rose Hogan, University of Arkansas Medical Center, Little Rock

Louisiana: Mary Louise Giraud, Lake Charles Public Library

New Mexico: Calla Ann Crepin, Sandia Corporation Technical Library, Albuquerque

Oklahoma: Mrs. Thelma H. Jones, School Media Centers, Oklahoma City Public Schools

Texas: Mrs. Phyllis Burson, La Retama Public Library, Corpus Christi

Getting People to Read—Whose Responsibility?

Dan Lacy
Senior Vice-President, McGraw-Hill Book Company

SATURDAY, NOVEMBER 7, 1970

LIBRARY SCHOOL BREAKFASTS

7:30 a.m. - 9 a.m. Places as Indicated

East Texas State University	Texas Woman's University
Junior Ballroom D	Junior Ballroom A
Louisiana State University	University of Oklahoma
Directors Room 359	Longhorn Room
Our Lady of the Lake College	University of Texas
Shorthorn Room	Junior Ballroom C

SIXTH GENERAL SESSION

9:30 a.m. Crystal Ballroom

Presiding: Mrs. Allie Beth Martin, Tulsa City-County Library

Library Associations
Where Have We Been and Where Are We Going

Capsule Reports from State Chapter Representatives

Financial and Committee Reports

SWLA/ALA Chapter Relations Project:
Recommendations for Regional Library Associations
Mrs. Grace T. Stevenson
Tucson, Arizona: Project Director

Preview of the 1971-72 Work Program

Conference Adjournment

EXECUTIVE BOARD LUNCHEON (Closed)

11:30 a.m. Town Club

Outgoing and Incoming Boards
Southwestern Library Association

◀Dan Lacy addressing the Fifth General Session.

◀Mrs. Grace T. Stevenson, Project Director of the SWLA/ALA Chapter Relations Project, reported to the membership at the President's Program and at the Sixth General Session.

CONVENTION COMMITTEE

▼SWLA Executive Board meeting during the Conference.

General Chairman: Mrs. Luella Higley, Coordinator Instructional Materials and Library Services, Fort Worth Public Schools

Local Exhibits Chairman: Mike Baldwin, Business Manager, Fort Worth Public Library

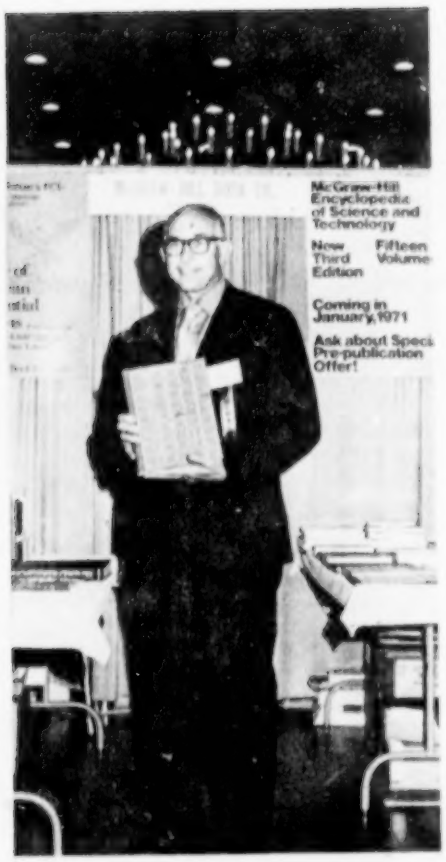
Registration: Dr. Paul Parham, Librarian, Texas Christian University, Fort Worth, Texas

Hospitality: Paul Vagt, Director of Libraries, Tarrant County Junior College District Library Fort Worth, Texas

Publicity: Susie Barbee, Fort Worth Public Library

Treasurer: Mrs. Frances W. Stacy, Extension Director, Fort Worth Public Library

Decorations: Kathy Parma, Fort Worth Public Library



•One of sixty conference exhibitors.

•Donald M. Powell, Chairman of the Awards Committee, presenting the SWLA Book Award to author Ben K. Green in recognition of his book, Wild Cow Tales.

SWLA 1970 CONFERENCE EXHIBITORS AND BOOTH NUMBERS

40 & 41 American Book Company	411 Elm Street Dallas, Texas 75202
57 Arcata Microfilm	3755 High Viste Dallas, Texas 75234
65 Richard Abel & Company	3434 Dalworth Arlington, Texas 76011
34 Associated Libraries, Inc.	229-33 N. 63rd Street Philadelphia, Pa. 19139
23 The Baker & Taylor Company	Gladiola Avenue Momence, Illinois 60954
31 & 32 Bantam Books, Inc.	666 Fifth Avenue New York, New York 10019
9 & 10 Bound to Stay Bound Books, Inc.	West Morton Road Jacksonville, Illinois
45 R. R. Bowker Company	1180 Avenue of the Americas New York, New York 10036
54 & 55 Bro-Dart, Inc.	1609 Memorial Avenue Williamsport, Pa. 17701
49 Childrens Press	1224 W. Van Buren Chicago, Illinois 60607
Santa Gertrudis Room The Combined Book Exhibit, Inc.	Scarborough Park Albany, New York Post Road Briarcliff Manor, N. Y. 10510

20 & 21 The Combined Publisher's Group	% Harvey House, Inc. Irvington-On-Hudson, New York 10533
30 Congressional Quarterly, Inc.	1735 "K" Street, N. W. Washington, D. C. 20006
3 Demco Educational Corp.	Box 1488 Madison, Wisconsin 53701
38 & 39 Doubleday & Company	501 Franklin Avenue Garden City, New York 11530
27 Ebsco Subscription Services	415 Douglas Plaza Building Dallas, Texas 75225
33 Editorial Diana, S.A.	Mexico, D.F. 12, Mexico
18 Field Enterprises Educational Corp.	Merchandise Mart Plaza Chicago, Illinois 60654
15 Follett Library Book Company	1018 W. Washington Blvd. Chicago, Illinois 60607
17 Franklin Square Subscription Agency	545 Cedar Lane Teaneck, New Jersey 07666
58 Frontier Press Company	50 W. Broad Street Columbus, Ohio 43215
48 Garrard Publishing Company	1607 N. Market Street Champaign, Illinois 61820
11 & 12 Gaylord Bros., Inc.	P. O. Box 61 Syracuse, New York 13201

61	Americana Division, Grolier Educational Corporation	845 Third Avenue New York, New York 10022
70	Harper & Row	49 E. 33rd Street New York, New York 10016
51	Heffernan Supply Company, Inc.	P. O. Box 5309 San Antonio, Texas 78201
46	Hertzberg-New Method, Inc.	Vandalia Road Jacksonville, Illinois 62650
50	Victor Hotho and Company	4416 W. Vickery Street Fort Worth, Texas 76116
68	The H. R. Huntting Company, Inc.	300 Burnett Road Chicopee, Massachusetts 01020
4	Ingram Book Company	347 Redwood Drive Nashville, Tennessee 37217
20 & 21	Inter-Pac	851 Washington Street Peekskill, New York 10566
63	Library Binding Company	2900 Franklin Avenue Waco, Texas 76710
42	Library of Congress Card Division	Navy Yard Annex, Building 159 Washington, D. C. 20541
66	J. P. Lippincott Company	East Washington Square Philadelphia, Pa. 19105
53	Melton Book Company, Inc.	111 Leslie Street Dallas, Texas 75207
69	Microfilm Center, Inc.	2043 Procter Street Dallas, Texas 75235
16	Micro Photo Division, Bell and Howell Company	Old Mansfield Road Wooster, Ohio 44691

37 Moody's Investors Service, Inc.	99 Church Street New York, New York 10007
6 Motter Bookbinding Company	4803 Chandler Road P. O. Box 767 Muskogee, Oklahoma 74401
67 National Cash Register Co., Industrial Products Division	1000 Cox Plaza Dayton, Ohio 45439
52 The Naylor Company	P. O. Box 1838 San Antonio, Texas 78206
19 New York Graphic Society, Ltd.	140 Greenwich Avenue Greenwich, Connecticut 06830
24 New York Times Library Services and Information Division	229 W. 43rd Street New York, New York 10036
20 & 21 (with Inter-Pac & Combined Pub.) Don R. Phillips, Inc	P. O. Box 68 Spring Grove, Illinois 60081
Pnrnell Library Service	850 7th Avenue, New York, New York 10019
14 Random House/Singer, Inc.	4640 Harry Hines Dallas, Texas 75235
35 & 36 Library Bureau of Remington Rand	P. O. Box 64669 Dallas, Texas 75206
7 Silver Burdett Company A Division of General Learning Corporation	250 James Street Morristown, New Jersey 07960
62 Steck-Vaughn Company	P. O. Box 2028 Austin, Texas 78767
22 Texwood Furniture Corp.	3410 E. First Street Austin, Texas 78702

◀Mrs. Lillian M. Bradshaw, ALA President, presenting greetings from the ALA at the First General Session.

◀Pearce Grove, SWLA Vice-President for 1971/71, and Mrs. Phyllis Burson, TLA President, pause between conference sessions.

▲Rose Hogan, President of the Arkansas Library Association, relaxes between meetings.

71	Universal Book Bindery, Inc.	P. O. Box 159 800 Avenue B San Antonio, Texas 78206
43 & 44	University Microfilms-A	300 N. Zeeb Road Ann Arbor, Michigan 48106
5	University of Oklahoma Press	1005 ASP Avenue Norman, Oklahoma 73069
28 & 29	University of Texas Press	P. O. Box 7819 Austin, Texas 78712
26	Western Publishing Company, Inc.	850 Third Avenue New York, New York 10022
1 & 2	H. W. Wilson Company	950 University Avenue Bronx, New York 10452
25	Xerox-Bibliographics	1730 Rhode Island Avenue N. W. Washington, D. C. 20036
60	McGraw-Hill Book Company	Manchester Road Manchester, Missouri 63011

▼Portion of the head table for the Fifth General Session Dinner. Left to right: Mrs. Phyllis Burson, TLA President; Mrs. Thelma H. Jones, OLA President; Calla Ann Crepin, NMLA President; Mrs. Della Thomas, SWLA Exect. Sect.; Lee Brawner, SWLA Vice-President; Mrs. Luella Higley, SWLA Local Arrangements Chairman; Dan Lacy, General Session Speaker; Mrs. Allie Beth Martin, SWLA President; Dr. Roscoe Rouse, SWLA Scholarship Committee Chairman; Mrs. Louise Giraud, LLA President.

▶Dr. Shirley Stevenson was elected Second Vice-President for 1971/72.

Section Chairmen

Children and Young People: Mrs. Betsy St. Julien, Assistant Professor, Louisiana State University Library School, Baton Rouge

College and University: Robert A. Houze, Librarian, Trinity University, San Antonio, Texas

Public Libraries: Donald A. Riechmann, Director, Albuquerque Public Library, New Mexico

Technical Services: Richard L. Colquette, Assistant Director for Technical Services, Louisiana State University Library, Baton Rouge

Representatives from State Library Associations

Arizona: Mrs. Inez W. Moffit, Assistant Professor, Library Science, Arizona State University, Tempe

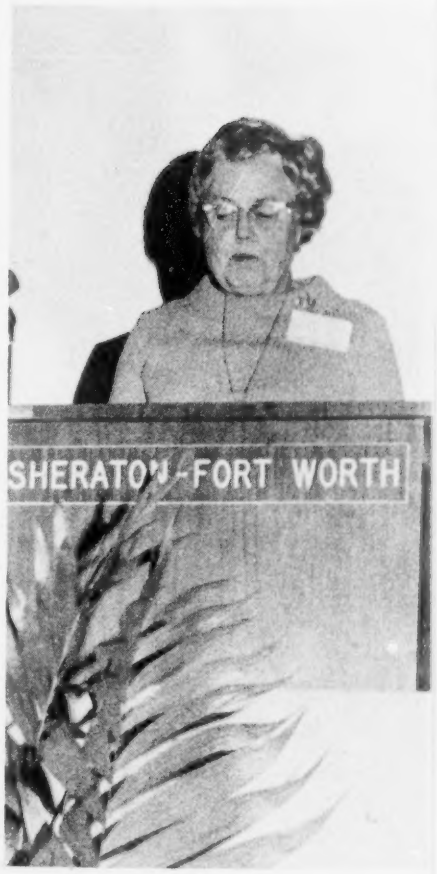
Arkansas: Miss Freddy Schader, Administrative Assistant, Arkansas Library Commission, Little Rock

Louisiana: Mrs. Lou Venia G. Jones, Morehouse Parish Library, Bastrop

New Mexico: Mrs. Mildred Barrett, Assistant Librarian, New Mexico State University Library, Las Cruces

Oklahoma: Ralph Funk, Director, Oklahoma Department of Libraries, Oklahoma City

Texas: Mrs. Adel C. Speiser, Assistant Professor, Graduate Department of Librarianship, Our Lady of the Lake College, San Antonio



Standing Committee Chairmen

Auditing Committee: Heartsill H. Young, Associate University Librarian, University of Texas at Austin

Awards Committee: Donald M. Powell, Associate University Librarian, University of Arizona, Tucson

Constitution and By-Laws Committee: William H. Lowry, Librarian, Pioneer Multi-County Library, Norman, Oklahoma

Exhibits Committee: William J. Slaughter, Associate Director, Management Services, Dallas Public Library, Dallas, Texas

Library Education Committee: Dr. Sarah Law Kennerly, Professor, Department of Library Service, North Texas State University, Denton

Nominating Committee: David O. Kelley, University Librarian, University of New Mexico, Albuquerque

Policy Committee: Sam G. Whitten, Associate Professor, Graduate School Library Science, University of Texas at Austin

Program Committee: Lee B. Brawner, Assistant State Librarian, Texas State Library, Austin

Publications Committee: Mrs. Hester B. Slocum, Administrative Assistant, New Orleans Public Library, Louisiana (Acting Chairman)

Scholarship Committee: Dr. Roscoe Rouse, Director of the Library, Oklahoma State University, Stillwater

Special Committee Chairmen

SWLA/ALA Chapter Relations
Project: Heartsill H. Young, Associate Librarian, University of Texas at Austin

SWLA Union List of Serials: Pearce Grove, Librarian, Eastern New Mexico University Library, Portales

Budget Committee: Lee B. Brawner, Assistant State Librarian, Texas State Library, Austin

Inter-State Library Cooperation
Committee: Ralph Funk, Director, Oklahoma Department of Libraries, Oklahoma City

AMBAC **(Asociacion Mexicana de Bibliotecarios)**—
SWLA Joint Committee: John Wayne Smith, Director, El Paso Public Library, El Paso, Texas

Resolutions: David L. Reich, Deputy Director, Dallas Public Library, Dallas, Texas

◀Heartsill H. Young, Project Chairman for the SWLA/ALA Chapter Relations Project, highlighted the Project Report at the President's Program, Part I.

◀Ervin Eatenson, Dallas Public Library, assisted in planning the conference program and served as panel maderator for the Second General Session.

▲Sam G. Whitten, Chairman of the Policy Committee, presenting the recommended membership changes to the Sixth General Session.

COUNCIL FOR THE ALA GOALS AWARD PROJECT

Chairman: Mr. Heartsill Young, Assistant Librarian, University of Texas Library, Austin, Texas 78712

Project Director: Mrs. Grace Stevenson, 2833 East Malvern, Tucson, Arizona

State Presidents:
- Arizona: Miss Nell Manuel, 3001 West Hazelwood, Phoenix, Arizona 85017
- Arkansas: Miss Rose Hogan, University of Arkansas Medical Center Library, Little Rock, Arkansas 72201
- Louisiana: Mr. John Richard, Librarian, Louisiana State University at Alexandria, Alexandria, Louisiana 71301
- New Mexico: Mrs. Helen Bond Melton, Carlsbad Public Library, 407 Juanita, Carlsbad, New Mexico 88220
- Oklahoma: Mr. Roderick G. Swartz, Assistant Director, Tulsa City-County Library, 400 Civic Center, Tulsa, Oklahoma 74103
- Texas: Miss Jo Ann McCreedy, Associate Professor, Our Lady of the Lake College, San Antonio, Texas 78207

ALA Councilors:
- Arizona: Mrs. Helen Renthal, Assistant Professor, University of Arizona, College of Education, Library Science Department, Tucson, Arizona 85721
- Arkansas: Mrs. Karl Neal, Arkansas Library Commission, 506 1/2 Center Street, Little Rock, Arkansas 72201
- Louisiana: Mr. T. N. McMullan, Director of the Library, Louisiana State University, Baton Rouge, Louisiana
- New Mexico: Mr. Pearce Grove, Librarian, Eastern New Mexico University Library, Portales, New Mexico 88130
- Oklahoma: Miss Frances Kennedy, Librarian, Oklahoma City University, Oklahoma City, Oklahoma 73106
- Texas: Miss Anna Frances Hornak, Assistant Director, Houston Public Library, 500 McKinney Avenue, Houston, Texas 77002

SWLA President: Mrs. Allie Beth Martin, Director, Tulsa City-County Library, 400 Civic Center, Tulsa, Oklahoma 74103

Chairman of ALA Committee on Chapter Relationships: Mr. John Anderson, City Librarian, San Francisco Public Library, Civic Center, San Francisco, California 94102

ALA Liaison: Miss Phyllis Maggeroli, Special Program Coordinator, American Library Association, 50 East Huron Street, Chicago, Illinois 60611

Chairmen of State Survey Committees:
- Arizona: Miss Dorcas Worsley, Tucson Public Library, 5464 East Willard, Tucson, Arizona 85716
- Arkansas: Mrs. Florene J. Bradley, Librarian, CLOC Regional Library, Magnolia, Arkansas 71753
- Louisiana: Mrs. Chris Thomas, P. O. Box 131, Baton Rouge, Louisiana 70821
- New Mexico: Mr. Norris K. Maxwell, Zimmerman Library, University of New Mexico, 3100 Pitt, N. E., Albuquerque, New Mexico

Oklahoma: Mr. Jack Lewis, Oklahoma State University Library, Stillwater, Oklahoma 74074
Texas: Mr. Sam Whitten, Graduate School of Library Science, University of Texas, Austin, Texas 78712
Southwestern Library Association: Mrs. Della Thomas, Chairman, Oklahoma State University Library, Stillwater, Oklahoma 74074

SOUTHWESTERN LIBRARY ASSOCIATION
EXECUTIVE BOARD MEETING, Part I
Wednesday, November 4, 1970 7:00 p.m.
Sheraton-Fort Worth Fort Worth, Texas
Presiding: Mrs. Allie Beth Martin, President

The meeting was opened by Mrs. Martin; members and guests were introduced. Preliminary discussion included a presentation of a resolution to be awarded to Virginia Mathews during the conference. Mrs. Martin urged each board member to attend the president's program on Friday afternoon.

Minutes of the previous meeting having been mailed, no reading was requested, and no corrections made. They were approved as printed.

The report of the executive secretary was distributed in written form and discussed briefly by Mrs. Thomas. It included revised directory material on the board and committee members and calendar corrections and additions were requested to be used for a completely revised report at Midwinter meetings. (See Addendum #1)

The treasurer's report, distributed and analyzed by Mrs. Keathley, showed current assets of $2,271.89 and total assets of $4,436.89. Also included was a complete statement of account, May 22, 1969 - October 31, 1970, a budget comparison with expenses of the current biennium, and proceeds from the SLICE Conference. (See Addendum #2)

Mr. Brawner presented an anticipated budget for 1971, 1972 biennium (see Addendum #3) in printed form and discussed specifically the following items: increases in travel, meals and lodging; suggested credit-card for telephone for principal officers; consideration of the cost of publications with alternatives involving cooperation with state journals; cost of printing and clerical help for Conference Proceedings; inclusion of allowance for Membership Committee for printed brochures; consideration of committee expenses in budget; allowances to sections for program expenses for joint planning with SELA at the New Orleans Conference.

As program chairman for the current conference, Mr. Brawner discussed the program briefly and suggested that board members take every opportunity to express appreciation for contributions from New Method, National Book Committee, and Mr. Pate and the Friends of the Fort Worth Public Library. (See program)

Mrs. Higley, Local Arrangements Chairman, reported a pre-registration of 417, with 266 for pre-conferences, and said that arrangements had been made for announcements of necessary room changes. Sixty-one companies were reported using 80 booths for exhibits; up-dating Exhibits Committee Chairman William Slaughter's report (see Addendum #4) previously distributed in writing. Mrs. Martin thanked Mr. Slaughter and Local Arrangements Committee member Mike Baldwin for their efforts.

Mr. Donald Powell, chairman of the Book Award Committee, announced that the winner for the current biennium is Wild Cow Tales, by Ben K. Green, published by Knopf. Runner-up was Ameri-Indian Painting, by Dorothy Dunn. The citation, to be presented during the conference, was designed and printed by William Wittliff of the Encino Press in Austin. (See Addendum #5)

The Policy Committee report and proposal were given by Mr. Whiten (see Addendum #6) who stressed the vital need for communication and identification by members with the regional association. A new dues arrangement was proposed, with membership no longer automatically included with state association membership, but with mechanics of dues collection handled by states together with their own annual dues; the states, if willing to cooperate, to collect $4.00 for SWLA dues and retain $1.00 for their own treasuries. Each state would work out its collection dates. Discussion of the new dues proposal is scheduled for the general membership during the conference and will later be presented to the individual state associations at their meetings.

The report of the Constitution and By-Laws Committee, presented in accordance with the association's legal procedure, involved two matters, with printed reports distributed by the chairman, Bill Lowry: the addition of the position of executive secretary to the constitution, and the outlining of the proposed individual membership collection for the By-Laws, as discussed in the Policy report. Approval was given by the board. Mr. Young pointed out that the SWLA Goals Award recommends that the president and president-elect of each state association should be the delegates to the SWLA Board, and that this will affect the By-Laws, if the recommendation is adopted. (See Addendum #7)

Mrs. Martin called for the report of the Nominating Committee, pointing out that as a practical necessity she thought it best to waive the usual order of reports. The following were submitted in writing by David O. Kelly, chairman: president, Lee Brawner, assistant state librarian, Texas State Library, Austin; first vice president and president-elect, Pearce Grove, library director, Eastern New Mexico University, Portales; second vice president, Dr. Shirley K. Stephenson, professor, Library School, Louisiana State University, Baton Rouge; secretary, Mrs. Pat Woodrum, chief of public services, Tulsa City-County Libraries, Tulsa; treasurer, Mrs. Katharine Keathley, librarian, Arkansas River Valley Regional Library, Dardanelle. (See Addendum #8)

John Wayne Smith, chairman of the SWLA/AMBAC Joint Committee, gave a preliminary report on plans for a proposed tour to Mexico sponsored by SWLA and AMBAC, and said that a booth would exhibit materials and evaluate membership interest during the conference. (See Executive Board Meeting, Part II for further report.)

Mrs. Martin discussed the scope of the Interstate Cooperation Committee report in brief, and called for a full report at the second session, after which the first part of the Conference Executive Board Meeting was adjourned.

Present: Michael Baldwin, Mildred Barrett, Lee Brawner, Reva Chesson, Pearce Grove, Luella Higley, Lou Venia Jones, Katharine Keathley, Sarah Law Kennerly, William Lowry, Allie Beth Martin, Mary Evelyn Potts, Donald Powell, Roscoe Rouse, Freddy Schrader, William Slaughter, Hester Slocum, John Wayne Smith, Grace Stevenson, Della Thomas, Sam Whitten, Mae Wiita, Eugene Wright, Heartsill Young.

Reva Chesson, Secretary

SOUTHWESTERN LIBRARY ASSOCIATION
EXECUTIVE BOARD MEETING, Part II
Saturday, November 7, 1970 11:30 a.m.
Sheraton-Fort Worth Fort Worth, Texas
Presiding: Mrs. Allie Beth Martin, President

The meeting was called to order by Mrs. Martin, who recalled John Wayne Smith to continue the report of the SWLA/AMBAC Committee. Considerable interest in the project was shown at the conference booth, Mr. Smith said, with 45 people signed up. He urged wide publicity for the project, since the price can be reduced to $200, inclusive of round-trip air fare from single point of departure and all other expenses, if as many as 162 people enroll for the five day tour to Mexico City for professional visits and sightseeing, February 24 through 28, 1971. (See Addendum #9)

In the absence of the chairman of the Library Education Committee, no detailed report of the pre-conference was given, but written reports of both the preliminary arrangements and the final report were submitted in writing. Thirty-six persons were pre-registered, thirty-eight attended the luncheon, thirty-two made the bus trip tour of the Tarrant County Junior College Learning Resources Center and forty-one attended the morning session to hear representatives of teaching agencies in the region discuss their programs with special reference to innovative methods and/or curriculum. Mr. Paul Vagt, Dean of Learning Resources at Tarrant County Junior College, gave the luncheon address. (See Addendum #10)

A detailed report from the Publications Committee (See Addendum #11), including the Papers and Proceedings of the Tulsa Conference and the Newsletter which appeared three times to date during the biennium, was made by Hester Slocum, editor, who assumed the responsibility for the committee when the chairman, Melville Spence, left the area to assume a new post. Mrs. Slocum also discussed plans for the remaining issue, and reported the sale of back issues of both Newsletters and Proceedings which have been inventoried and advertised by the executive secretary. Mr. Brawner commented on the improvement of content and organization of the Newsletter.

As no funds were budgeted for the Scholarship Committee since the summer of 1969, the report of Scholarship Committee Chairman Roscoe Rouse was limited to the results of a survey of opinion concerning the need for scholarships conducted among library educators of the region, an almost unanimous expression in favor of re-activating the scholarship whenever funds can be made available. Six inquiries from prospective applicants were received since the last report. In the discussion which followed, it was suggested that consideration be given to approaching outside sources for scholarship funds, and the advantages of an endowment fund for that purpose. (See Addendum #12)

Mrs. Martin called for a return to the discussion of the Goals Award Committee and ALA-SWLA Chapter Relations Projects reports, opened in the first session of the Executive Board on Wednesday. (See Addenda 13 and 14) Mrs. Stevenson went over the report briefly, pointing out that getting the information out to the state associations will be important. Mrs. Martin agreed to write letters to the presidents of the various state associations informing them of

the progress made at SWLA sessions, and Mrs. Stevenson offered to speak at the various association meetings, presenting the recommendations of the project. Louisiana Library Association has ss already invited her to attend.

The report of the Interstate Cooperation Committee, given by Chairman Ralph Funk, included an account of the purpose, program, and participants of the SLICE Conference at Arlington, Texas, September 16 through 18, 1970, funded by state library agencies of the six member states. Working papers and discussions were concerned with the feasibility of cooperative projects, identifying needs, consideration of organizational structure, and initiation of a cooperative project as early as possible. The working papers have been published in typescript form, and will be offered for sale to the profession through the office of the executive secretary. Mrs. Slocum agreed to include an announcement and order form in the next issue of the Newsletter, and Mrs. Thomas will send releases to national publications listing these and other SWLA publications for sale. (For summary report to board, see Addendum #15.) Mr. Funk also suggested some future projects for interstate cooperation, such as producing materials at reduced cost for children's reading programs, preparing an index to state documents, developing the now rather limited supply of talking books for the Spanish-speaking blind.

Reports from the representatives of the state associations, who were introduced from the platform at the sixth general session, were submitted in writing. (See Addenda #'s 16, 17, 18, 19, 20 and 21.) Also submitted was a report of the College and University Section by its chairman, Robert A. Houze, including a study of reading habits of library patrons at small, medium and large universities throughout the Southwest. (See Addendum #22)

Mrs. Martin discussed the importance of attendance of state presidents of state associations at meetings of the SWLA, and reminded chapter representatives that reports for the Proceedings should include the past biennium as well as the period since the last report.

There being no further business, the meeting was adjourned. Mrs. Martin expressed her appreciation to the board and the committee chairmen present for their fine support during her administration.

Present: Mildred Barrett, Lee Brawner, Phyllis Burson, Reva Chesson, Ralph Funk, Pearce Grove, Luella Higley, Allie Beth Martin, Mary Evelyn Potts, Mary Pound, Donald Powell, Donald Riechmann, Roscoe Rouse, Freddy Schader, Hester Slocum, John Wayne Smith, Adel Speiser, Shirley Stephenson, Grace Stevenson, Della Thomas, Mary Ann Wentroth, Mae Wiita, Pat Woodrum.

Reva Chesson, Secretary

BUSINESS SESSION
Saturday, November 7, 1970 9:00 a.m.
Sheraton-Fort Worth Fort Worth, Texas

The meeting was called to order by Mrs. Allie Beth Martin, president, who introduced the representatives from the six state association chapters. Each gave a capsule report of the activities of his association and referred members to the written statement which appears in the Addenda printed in the Proceedings.

Hester Slocum, editor of the SWLA Newsletter and acting chairman of the Publications Committee summarized her official report and reminded those responsible for submitting copy for the fall issue that November 14 was the deadline.

A summary of the findings of the Policy Committee and the subsequent revisions recommended by the Constitution and By-Laws Committee were presented by Sam Whitten, introducing a motion that the revisions of the Constitution and By-Laws be adopted. (See Addendum #7) Discussion included a suggested word change for flexibility (from "annually" to "periodically"), a question by Janice Kee regarding the use of Life Membership funds, and a statement from Mr. Brawner that he would recommend that the Membership Committee print a brochure to include an explanation of the new dues system. The motion was carried by unanimous vote.

In the absence of the chairman of the Nominating Committee, David Kelley, Mrs. Martin read the report, which submitted the following slate of officers for the Twenty-fourth Biennium: president, Lee Brawner (previously elected president-elect); first vice president and president-elect, Pearce S. Grove; second vice president, Dr. Shirley K. Stephenson; treasurer, Mrs. Katharine Keathley; secretary, Mrs. Pat Woodrum. Acceptance of the nominations was moved by Freddy Schader and seconded by Frank Francis. As there were no other nominations from the floor, Don Powell moved that the nominations cease, Nell Davidson seconded, and the committee's nominations were accepted by unanimous vote.

Grace Stevenson, project director for the ALA-SWLA Chapter Relations Project, reported on the Recommendations for Final Report as Revised September 15-16, 1970, summarizing the findings, acknowledging the cooperation of state survey committees and others working with the Goals Award Committee, and pointing out the need for a greater knowledge of both the organization and objectives of library associations by members at state, regional and national levels. Some discussion followed, with particular interest shown in the question of chapter representation in ALA.

Heartsill Young, chairman of the SWLA Goals Award Committee, presented the following motion for action by the association: that the Southwestern Library Association accept the recommendations of the J. Morris Jones-World Book Encyclopedia ALA Goals Award Project; that the president appoint a committee on New Directions for SWLA to consider ways and means of implementing these recommendations; that the committee regularly make progress reports to the membership in the SWLA Newsletter and to the Executive Board; that the Executive Board, acting as a management agency, put into effect immediately the recommendations which are in conformity with SWLA policy and therefore do not require membership approval; that the Executive Board make a full progress report to the membership at the 1972 Biennial Conference on the implementation of the Goals

Award recommendations and at that time place before the membership changes in the Constitution and By-Laws and other policy decisions required for full implementation of the recommendations. The motion was seconded by David Reich and carried by vote of the membership.

Following the report of the Interstate Library Cooperation Committee by Chairman Ralph Funk (See Addendum #15) on the SLICE Conference (Southwestern Library Interstate Cooperative Endeavor) held at Arlington, Texas, September 16-18, 1970, a motion was made as follows: That the membership accept the Southwestern Library Interstate Cooperative Endeavor as an SWLA Project and the establishment of an office and appointment of a program officer be authorized if funding is granted; further, that the officer report to the president of SWLA and to the Executive Board on progress. Motion seconded by Miss Genevieve Dixon; motion carried.

Mrs. Martin called on Lee Brawner, president-elect, to comment on the Twenty-third Biennial Conference and to present plans or recommendations for the next term of office. Mr. Brawner expressed appreciation to the officers, committees, hosts and membership for cooperation in planning and carrying out the theme and arrangements for the conference and announced that the 1972 Biennial Conference would be held Noverber 2-4, 1972, at the Jung Hotel, New Orleans, Louisiana; this will be a joint conference held in conjunction with the Southeastern Library Association. A joint committee from SELA and SWLA will handle plans for the conference. Mrs. Jimmie McWhorter, Mobile Public Library, is program chairman. Eugene Wright, director of the New Orleans Public Library, is local arrangements chairman.

The date and local arrangements chairman, John Hyatt, director of the Rosenberg Library, were also announced for the Twenty-fifth Biennial Conference in Galveston, Texas, October 16-19, 1974. The Executive Board will confirm the meeting place for the 1976 Conference at the 1972 Conference in New Orleans. According to policy SWLA will meet in a member state other than Texas in 1976 and invitations were solicited for that meeting place.

Several new committees to be appointed during the coming biennium were reviewed by Mr. Brawner; they included membership, interstate library legislation, and a scholarship endowment committee. If successful, the latter will replace the present scholarship committee.

Mr. Brawner expressed the association's appreciation to Mrs. Martin stating that, "SWLA is, and shall be in her debt, and that the association will continue to realize dividends from the direction and leadership she has given to during her progressive tenure as president."

The meeting closed with a request for support in the development of a stronger and more functional SWLA through implementation of the recommendations of the goals award report. The meeting was adjourned.

Reva Chesson, Secretary

REPORT OF THE AWARDS COMMITTEE

September 23, 1970

The Book Award Committee for 1968/70 consisted of the following:

Miss Patty Meyers, Tucson Public Library
Mrs. Mildred Barrett, New Mexico State University Library
Mrs. Carol Wright, Ozarks Regional Library, Fayettsville
Mr. William H. Farrington, New Mexico State Library
Mr. James Stevenson, City-County Library, Tulsa
Mr. Richard Miller, Phoenix Public Library
Mr. Donald M. Powell, University of Arizona Library, Chairman

Working by correspondence, the committee read and evaluated over a dozen titles published in 1968 and 1969. It chose Dorothy Dunn's American Indian Painting as the top Southwestern book for 1968 and Ben K. Greene's Wild Cow Tales as the top regional book for 1969. The final vote named Green's book as the winner for the biennium. The citation, to be presented at the Fort Worth meeting was designed and printed by William Wittliff of the Encino Press in Austin.

The Book Award Citation for Ben K. Greene reads as follows:

"In recognition of the work which through its colorful and distinguished writing, its keen wit, and its vivid portrayal of the vanishing part of the cattle industry makes a unique and lasting contribution to the literature of the region. This citation is awarded to Ben K. Greene for his book, Wild Cow Tales."

Donald M. Powell, Chairman

REPORT OF THE CONSTITUTION AND BY-LAWS COMMITTEE
Proposed Revision of the
Constitution and By-Laws of the
Southwestern Library Association
November 5, 1970

Constitution

Add a third section to Article 4 to read as follows:

> Section 3. The executive secretary shall be appointed by the Executive Board and shall serve at its pleasure until the appointment is terminated by either party following at least fifteen days notice.

By-Laws

No. 1. Library Association Delegates to the Executive Board

Every state library association which handles SWLA dues for its members shall be entitled to one delegate to serve on the Executive Board. The delegate shall be chosen by his respective association and shall serve a term of office coterminous with the officers of the Southwestern Library Association. If a state library association has not chosen its delegate within six months after the end of each biennial meeting of the Southwestern Library Association, the president, in consultation with the president of the state library association shall appoint the delegate from that association to serve on the Executive Board. If the official delegate is unable to attend, the president of the state association or someone appointed by him shall serve as alternate upon notification to the Executive Board.

No. 2. Fiscal Period
(No revision is recommended.)

No. 3. Dues and Fees

(a) All dues, except individual dues, shall be for a biennium and are payable in January of the year following the biennial meeting year, or at such other times as agreed upon with the treasurer of the Southwestern Library Association.

(b) Individual membership dues in the SWLA shall be four dollars per annum,

(1) paid directly to the SWLA executive secretary for the following year as of December 31 of each year, or

(2) paid to the SWLA executive secretary for a 12-month period through a state library association which agrees to: promote and collect SWLA membership along with its own membership; periodically submit a list of paid-up SWLA members along with three dollars (state association to retain one dollar to help defray handling costs) to the SWLA execu-

tive secretary; handle mailing and absorb postage costs for official SWLA publication; provide a set of address labels for its SWLA members every two years to be used for biennial conference purposes.

(c) Institutional membership dues for libraries, non-library institutions, library clubs and organizations shall be the amount stated hereafter based on the total annual income of the institution or organization in the association's last biennial meeting year:

Institutions or organizations with incomes under $40,000: $6 per biennium

Institutions or organizations with incomes over $40,000: $10 per biennium

(d) Life membership dues (limited to individuals) shall be $100.00 and shall be used as an endowment or foundation fund established for such purpose as the association membership or the Executive Board may direct.

(e) Honorary members shall be assessed no dues and shall have no vote in the affairs of the association.

(f) The registration fee for each person, not a guest, attending a biennial meeting shall be set by the Executive Board for each meeting.

No. 3. Dues and Fees (Present form)

(a) All dues, except state library association membership dues, shall be for a biennium and are payable in January of the year following the biennial meeting year, or at such other times as agreed upon with the treasurer of the Southwestern Library Association.

(b) State library association membership dues shall be 20¢ per capita per annum for the total membership of each state association, provided that a total membership shall be computed and dues paid for the following year as of December 31 of each year; provided further that the payment of these dues by the respective state associations automatically makes the individual members of such association active members of the Southwestern Library Association.

(c) Library membership dues shall be the amount stated hereafter based on the total annual income of the library in the association's last biennial meeting year:

An income not exceeding $20,000----------$2.00
An income not exceeding $40,000----------$3.00
An income larger than $40,000-----------$5.00

(d) Non-library institutional and organizational membership dues shall be $5.00.

(e) Library club and like group membership dues shall be $2.00.

(f) Life membership dues (limited to individuals) shall be $25.00, which shall be used as an endowment or foundation fund established for such purpose as the association membership or the Executive Board may direct.

(g) Sustaining membership dues (limited to individuals) shall be $10.00.

(h) Honorary members shall be assessed no dues and shall have no vote in the affairs of the association.

(i) Membership for individuals not a member of a state library association shall be $2.50.

(j) The registration fee for each person, not a guest, attending a biennial meeting shall be set by the Executive Board for each meeting.

REPORT OF THE LOCAL EXHIBITS COMMITTEE

Exhibit Status (as of October 14, 1970)

Revenue Received or Due for 77 Booths		$7,272.00
Anticipated Costs:		
Guard service	$190.40	
Decorator charge, $8.00 per booth	528.00	
Hotel charges		
room rental	773.00	
coffee service in exhibit area	75.00	
Printing, envelopes, postage, etc.	284.17	
Total Anticipated Costs		1,851.17
Anticipated Net from Exhibits		$5,420.83

Mike Baldwin, Exhibits Coordinator

REPORT OF THE LIBRARY EDUCATION COMMITTEE
ON THE PRECONFERENCE ON LIBRARY EDUCATION

November 4, 1970

The theme of the Library Education Preconference for 1970 was "New Programs for Library Education in the Southwest," and library school faculties and other interested persons were invited to attend. Personal invitations were mailed to individual library educators teaching in all agencies in the Southwest, as we have learned from experience that blanket invitations sent to library school directors often fail to reach the teaching faculty. Current lists of educators were furnished to the committee chairman by the State Representatives to SWLA from all six states. Their cooperation was invaluable in securing an accurate, comprehensive mailing list.

Preregistration was requested as we planned a luncheon meeting and a chartered bus trip, and an accurate advance count was needed for both. Thirty-six persons were preregistered, thirty-eight attended the luncheon, thirty-two made the bus trip, and forty-one attended the morning session.

The schedule was as follows:

9:30-10:00	Registration, Shorthorn Room, Sheraton-Fort Worth Hotel.
10:00-11:30	Morning Session, Shorthorn Room. The chairman presided.
11:45-1:30	Luncheon, Town Club Room, with after-lunch speaker.
2:00-5:00	Tour of Tarrant County Junior College, Northeast Campus Learning Resources Center by chartered bus. (Left TCJC 4:35; arrived at hotel 5:00)

At the morning session, representatives of teaching agencies in each state discussed their programs, emphasizing the new and the innovative. We had planned to invite all agencies present to report on their programs, but time was too short for this. At least one report from each state was made, and additional brief reports or comments were often added from the floor. Those making major reports were Mr. Donald C. Dickinson (University of Arizona), Miss Gladys Sachse (State College of Arkansas), Dr. Shirley K. Stephenson (Louisiana State University), Mrs. Lorene Hallenberger (Eastern New Mexico University), Dr. Frank Bertalan (University of Oklahoma), and Miss Genevieve Dixon (Texas Woman's University). Miss Mattie Ruth Moore, School Library Coordinator, Dallas Independent School District, closed this part of the program by discussing what characteristics an employer of librarians hopes to find in library school graduates.

The luncheon speaker, Mr. Paul Vagt, Dean of Learning Resources, Tarrant County Junior College, gave the main address of the preconference. His topic was "Integrated Learning Resources Centers: Their Implications for Library Education." His talk included the characteristics and qualifications needed on the profes-

sional staff of a learning resources center. A lively question and answer period followed Mr. Vagt's talk.

The tour of the TCJC Learning Resources Center was conducted by Mr. Dan Echols, a professional member of the staff, who emphasized the use of the center in individualized instruction. A faculty member, Mrs. Jane Harper, demonstrated her use of media in teaching beginning French. Video tapes, transparencies, slides, and cassettes produced on campus were shown, and the conference participants examined other programs themselves, using the wet carrels. The tour ended with a visit to the television studio and to the computer on which the book catalog is produced.

Dr. Sarah Law Kennerly, Chairman
Miss Gladys Sachse
Mrs. Elinor C. Saltus
Dr. Shirley K. Stephenson

REPORT OF THE NOMINATING COMMITTEE

The Nominating Committee submits the following nominations for officers of the Southwestern Library Association during the biennium 1971-1972:

President - Mr. Lee B. Brawner, Assistant State Librarian, Texas State Library, Austin.

First Vice President and President-elect - Mr. Pearce S. Grove, Library Director, Eastern New Mexico University, Portales.

Second Vice President - Dr. Shirley K. Stephenson, Professor, Library School, Louisiana State University, Baton Rouge.

Secretary - Mrs. Pat Woodrum, Chief, Extension Division, Tulsa City/County Library, Tulsa.

Treasurer - Mrs. Katharine Keathley, Librarian, Arkansas River Valley Regional Library, Dardanelle.

Mr. David O. Kelley, Chairman
Miss Mattie Ruth Moore
Mrs. Frances Neal

REPORT OF THE POLICY COMMITTEE

November 5, 1970

The Policy Committee recommendations on reorganization of SWLA were presented to the Executive Board at the Mid-Winter Conference of ALA and were accepted.

These recommendations were as follows:

A. That membership in SWLA be put on a personal membership basis. That personal membership dues in SWLA be set at $4.00 per year. That each state association in SWLA be asked to promote and collect SWLA dues along with its own membership dues. That the state association would retain $1.00 of the $4.00 collected to help defray handling costs. That the state association would periodically forward a list of members plus the $3.00 dues for each member to the SWLA Executive Secretary. That the state association agree to continue to handle mailing and absorb postage costs for the official SWLA publication and also provide a set for address labels for its SWLA members every two years to be used for biennial conference purposes.

B. That institutional dues continue to be paid on a biennial basis at the following rates: institutions or organizations with incomes under $40,000, $6.00 per biennium; institutions or organizations with incomes over $40,000, $10.00 per biennium.

C. That life membership dues be set at $100.00. That life membership dues be used as an endowment or foundation fund established for such purpose.

D. That institutional and life membership dues be paid directly to the Executive Secretary of SWLA. Individual membership dues of $4.00 may also be paid directly to the Executive Secretary. SWLA will be responsible for mailing the official publication to all members who have paid dues directly to Executive Secretary of SWLA.

E. That these changes be submitted to the membership in form of amendments to the SWLA By-laws at the November, 1970, SWLA Conference.

F. If adopted by SWLA, these changes will be submitted to the state associations immediately so that they may officially adopt them as soon as possible and to begin implementation of them so that the new plan will be fully operable by the beginning of the 1972 calendar year.

Comments on Policy Committee Report

The Policy Committee, made the attached recommendations with the following points in mind:

1. We felt that SWLA could not continue to operate effectively under the present dues structure. There is simply not enough income available to make SWLA into a viable organization.

2. We felt that the state associations would not welcome a request that a larger sum of money in the form of SWLA dues be taken out of the state treasury and paid to SWLA.

3. We felt that while individual memberships would undoubtedly create a smaller membership, they would also bring in more money per member, and bring about a greater interest and sense of participation on the part of the membership.

4. We feel that the plan submitted has advantages for both SWLA and the state associations involved:

   A. The plan will enable SWLA to keep its administrative costs low and thus devote the income it has to carrying out regional programs. If SWLA tried to collect individual membership dues from all the librarians in our six-state area the costs of soliciting members would either take a large percentage of the membership dues and/or require a very high dues scale.

   B. While the plan will increase the work of state associations it also has some definite advantages for them:
      1. They will retain $1.00 for each SWLA member recruited.
      2. They will retain the 20¢ per member they have been paying to SWLA each year.
      3. Some of the work involved, such as mailing the SWLA Newsletter, has been performed by the state associations in the past so this is not an added duty.

We feel, in summary, that the plan proposed is reasonable and will not cause any undue hardship on either the personal members or any of the institutions and organizations involved. We urge its adoption.

If the plan is adopted, the year 1971 will be a crucial one in the life of SWLA. It will take the help of all of those who are interested in the future of SWLA. There will be many details to be worked out with each of the state associations and some of the officers of the state associations involved will not be familiar with the history or workings of SWLA. Each of us has a responsibility to urge the state associations to accept the plan and to help them work out the details of implementation.

Sam G. Whitten, Chairman

REPORT OF THE PUBLICATIONS COMMITTEE

Melville R. Spence, Chairman, provided able leadership for the Publications Committee during the biennium. When he took up new duties as Director of the Bowling Green State University Library, Bowling Green, Ohio, the committee's work was completed except for the publication of the Winter 1970 issue of S.W.L.A. Newsletter. Edward P. Miller is now working on his doctorate at Oklahoma State University. Allie Beth Martin has asked me to make this report for the Committee.

Papers and Proceedings, Twenty-Second Biennial Conference, Southwestern Library Association, Tulsa, Oklahoma, October 16-19, 1968, edited by Edward P. Miller, appeared in May 1969. Copies of this publication are available at $2.00 each from the Executive Secretary, S.W.L.A. Full text of each of the papers delivered by Paul Wasserman, Lester Asheim, Howard Roberts Lamar, and Roger McDonough appears in the Proceedings. Quarterly Journal as a possible successor to the S.W.L.A. Newsletter was further considered by the Committee. To find out what the readers of the Newsletter and the Proceedings thought of them, and to explore the interest in a quarterly journal, a brief questionnaire was printed in the Winter issue of the Newsletter. Response was not overwhelming - one percent of the readers responded. Findings were reported to the Executive Board, but in view of the forthcoming report from the Goals Award Council no recommendation for change was made to the Executive Board.

S.W.L.A. Newsletter was published semi-annually. Three issues have appeared and the fourth issue will be forthcoming as early as possible after the Biennial Conference. Within the constrictions of an eight-page publication issued semi-annually, emphasis was placed on reporting activities of Southwestern Library Association, news of developments in library service throughout the region, and information of regional interest not found elsewhere.

Mailing of the Newsletter to personal members continued to be the responsibility of each state association, or an agency of its designation, as approved by the Executive Board in January, 1968. With the appointment of Della Thomas as half-time Executive Secretary of S.W.L.A., the mailing to Institutional Members was shifted from the office of the editor to the office of the Executive Secretary. Mrs. Thomas also consolidated all the back files of the Newsletter and the Proceedings, prepared a list of holdings, and a price list. This makes copies available to those who wish to develop, or fill gaps in, runs of these publications.

The Winter 1970 issue of the Newsletter will include grateful acknowledgement of the indispensable part played by the reporters from the six states, who have collected and forwarded the material from which the Newsletter was composed. Along with the State Representatives and other designated reporters must be included Janice Kee, for special reports concerning federal funds, as well as authors John B. Corbin, Ralph Funk, Pearce Grove, and Lee Brawner. The regular President's Message by Allie Beth Martin, reflecting the official report to the members, was an outstanding feature of each issue.

Mrs. Hester B. Slocum, Acting Chairman
Mr. Edward P. Miller
Mr. Melville R. Spence

REPORT OF THE SCHOLARSHIP COMMITTEE

September 28, 1970

The Scholarship Committee of SWLA has been inactive since the summer of 1969, except for a survey that it made. Upon the recommendation of the Budget Committee at the Atlantic City meeting of the SWLA Executive Board, there has been no scholarship award this year. A survey of library educators in the Southwest was subsequently requested by President Martin in regard to their collective opinion concerning an associational scholarship. The result showed an almost unanimous expression in favor of continuing the scholarship with individual educators pointing out the great need for financial assistance for students at this time.

Six inquiries from prospective scholarship candidates have been received by the chairman since his last report dated May 8, 1970. Over the past eighteen months he has received an average of two inquiries per month.

Roscoe Rouse, Chairman
Shirley K. Stephenson
Frank M. Blackburn

REPORT OF THE SWLA/ALA GOALS AWARD COMMITTEE

November 5, 1970

Following the summer meeting of the Executive Board, state survey teams completed their interviews and forwarded them to the Project Director. It was hoped that 5 to 10 per cent of the members of each association would be interviewed. The number actually interviewed and percentage to total membership was as follows:

State	No. Interviewed	Per Cent of Membership
Arizona	63	8.5
Arkansas	54	5.1
Louisiana	54	4.3
New Mexico	44	11.6
Oklahoma	57	8.8
Texas	49	1.8

From the results of the interviews, the Project Director prepared a preliminary report, consisting of the following chapters:

Organization and structure of state association members of SWLA
Membership participation
Association programs of work
Relationships of the state association with other associations and agencies
Allocation and coordination of state, regional and national library association work programs and responsibilities
Annual state association conferences
Regional library associations
Conclusions and recommendations

A copy of the preliminary report was sent to the chairmen of the state survey team and to members of the Project Council in advance of a meeting of these two groups in Dallas on September 14-16.

The principal object of the meeting of survey team chairmen on September 14 was to see if they thought the report reflected accurately what team members had found regarding membership knowledge and opinion of their associations. Those chairmen who could do so stayed over for the meeting of the Project Council on September 15-16, at which time the total report was discussed.

The Project Director is at present preparing the report for publication by the American Library Association. Because of the urgency of publication, ALA will reproduce the report in typescript, without editing.

Members of SWLA will have an opportunity to hear a summary of the report and to discuss it at the Fort Worth biennial conference. The report will be the topic of the first President's Program on November 6.

The governing bodies or management agencies of the Southwestern Library Association will be provided with a copy of the final report as soon as it is published. It is important that

they have the report in advance of the association spring conference, in time for them to give the report careful consideration and bring its recommendations before the membership at the conference. The President of SWLA and the Chairman of the ALA Special Committee on Chapter Relationships have requested state associations by a joint letter to schedule an open meeting of 1 1/2 to 2 hours duration at their annual conference in order to present the Goals Award report to the membership. All the state associations except Arkansas meet in the spring, and Mrs. Grace Stevenson, Project Director, will attend all their conferences and conduct the Goals Award program for those who schedule it.

Mrs. Stevenson will also present the final report at a meeting of the ALA Special Committee on Chapter Relationships at the ALA Midwinter Conference in Los Angeles in January. Chapter representatives will be present at that program meeting.

The Project Council will meet at the SWLA biennial conference on November 5 to discuss means of implementing the recommendations of the report and to make plans for evaluation of the project.

Heartsill H. Young, Chairman
Mrs. Florrinell F. Morton
David L. Reich
Mrs. Dorothy Rosen
Roderick G. Swartz

SWLA-ALA CHAPTER RELATIONSHIPS PROJECT REPORT:

RECOMMENDATIONS

National Association

The Activities Committee on New Directions for ALA should include as a part of its work a study of the relationships between ALA and its state and regional chapters. The chapters themselves should be involved in this study. The study should determine the best placement of the chapters within the ALA organization to achieve maximum advancement of professional objectives, and satisfactory communication between the state, regional and national levels.

ALA should develop an information program, using appropriate modern technology, directed at its own members, and potential members, to acquaint them in terms as brief and simple as possible, with the past achievements and present activities of the association that effect the professional lives of librarians daily. The information to include the structure and operation of their professional associations, how to work with them, and how to get the maximum benefit from them.

ALA, with the state and regional chapters, should work on a solution of the mechanics of council agenda and docket distribution and the timing of chapter executive board meetings to make it possible for chapters and chapter councillors to be better informed about the issues to be discussed at ALA Council sessions.

Regional Association

Southwestern Library Association, in order to justify its existence, should be required to meet the following qualifications:

1. Establish objectives, goals and a work program which its constituent state associations are willing to cooperate with, e.g. a publications program for the region; a program of continuing education; and cooperative projects, such as research, bibliographic projects, etc.

2. Build adequate financial support which should include an executive secretary with necessary office support, travel funds, and support for program.

3. Adopt an individual membership basis which might be coordinated with the state and national membership dues schedules.

Reconstitute the SWLA Executive Board to include the President and President-elect of each of the state associations in place of the present representatives from each state to provide better communication.

Put a limitation on the number of elective and appointive offices which one member may hold simultaniously and enforce it. Enlarge SWLA committees to five members to permit more participa-

tion by members.

Design and execute each biennium with support from ALA an orientation workshop for incoming officers and committee chairmen.

Appoint a membership committee and embark on a well designed, concentrated membership program. Make this committee (or another appointed for the purpose) responsible for an information program about the association similiar to that recommended for ALA.

Work with the graduate library schools, the state libraries in the region and with the Western Interstate Commission on Higher Education and the Southern Regional Education Board, on a program of continuing education for the region. This should include plans for credit and non-credit courses outside the universities, seminars, institutes, conferences, workshops, on subjects determined by the local librarians. The association should also give appropriate assistance to strengthening the graduate library schools in the region.

Coordinate the various region wide programs suggested by the SWLA Interlibrary Cooperation Committee and encourage state associations and individual libraries to cooperate.

State Associations

Establish a series of goals consonant with their stated objectives and a work program for the achievement of these goals. The work program should include the use of the annual conference as a means of realizing objectives. This should be a program for total library development involving all types of libraries in the planning and execution.

Take a hard look at the association's priorities, or lack of them, as they have been evidenced in the . This would include such activities as a scholarship program penses of conference speakers, publishing program, allocation funds. etc.

Design and execute each year an orientation program for incoming officers and committee chairmen with consultation from ALA and SWLA.

Put a limitation on the number of elective and appointive offices a member may hold simultaneously and enforce it.

Appoint a membership committee (in those states not having one) and embark on a well designed, concentrated membership promotion program. Make this committee (or another appointed for this purpose) responsible for an information program about the association similiar to that recommended for ALA and SWLA.

Work with SWLA, local library schools, and the state library on a program of continuing education at all levels using any and all proven educational methods, on subjects chosen by the members and available, whenever possible, in different sections of the state.

Explore the feasibility of more workshops, institutes, district meetings, etc., sponsored either by the association or one of its units, as a part of the continuing education program men-

tioned above.

Work with ALA and SWLA on plans and a system for the better use of ALA Councillors and members of the state associations serving on the SWLA Executive Board. Design procedures that will keep officers and members better informed about issues to come before the ALA Council and the SWLA Executive Board, and the councillors and representatives better informed about the association's point of view on these issues.

Define the respective roles of the state library agencies concerned with library development and the state association

Individual Librarians

Should recognize that they have an obligation to the profession which occupies much of their lives and from which they draw intellectual and material sustenance. This obligation includes keeping informed about professional developments and giving as freely as possible of the individual librarian's time and talents to the advancement of that profession.

Grace T. Stevenson
Project Director

REPORT OF THE BUDGET COMMITTEE
Present and Projected Income
January 1, 1971 through December 31, 1972

November 4, 1970

Unencumbered cash on hand by January 1, 1971		$1,000
Income		
Estimated net from 1970 Fort Worth Conference		4,550
Net from Arlington SLICE Conference		1,204
Individual dues		

	1971[1]		1972[3]	
	Membership[2]	Dues	Membership[4]	Dues
Arizona	743	$150	70	$210
Arkansas	1,038	200	167	501
Louisiana	1,163	250	167	501
New Mexico	333	75	50	150
Oklahoma	625	125	200	600
Texas	2,609	450	300	900
	6,511	$1,250	954	$2,862

Total estimated dues	4,112
Institutional dues (due January, 1971)	1,200
Dividends from savings accounts	100
TOTAL ESTIMATED INCOME	$12,166

1 Based on present dues of 20¢ per member.
2 1969 membership figures for respective state library associations; totals for Arizona and Arkansas include institutional as well as individual members.
3 Based on revised dues structure of $4.00 per member annually paid through the respective state library associations. $3.00 to be forwarded to SWLA; $1.00 to be retained by state association to defray handling expenses.
4 Estimated membership who will elect to join SWLA under new dues structure; this is believed to be a conservative estimate.

BUDGET RECOMMENDATIONS
January 1, 1971 through December 31, 1972

Executive Board		
Travel, meals, lodging	600	
Telephone	150	
Treasurer's expenses	100	
Total		$ 850
Implementation of SLICE Office		1,204
Committee Expenses		
Publications		
Newsletter		
Printing	2,200	
Postage & mailing	200	
Editor's travel allowance	200	
Conference Proceedings		
Printing	350	
Clerical	100	
Total		3,050
Membership		
Design/Print brochures	600	600
Awards		
Book Award Citation	100	100
Undesignated committee funds[1]	1,000	1,000
Undesignated biennial conference program funds[2]	735	735
Association Dues		
American Library Association ($50 yr.)	100	
Asociacion Mexicana de Bibliotecarios ($20 yr.)	40	
Total		140
Executive Secretary		
Salary ($75 per month)	1,800	
Social Security	100	
Travel	1,375	
Total		3,275
Operating Expenses		
Stationary	500	
Petty cash	100	
Duplicating, postage & supplies	500	
Total		1,100
Legal Fees[3]		
Filing for incorporation, etc.	100	100
TOTAL BUDGET RECOMMENDATION		$12,154

1 Executive Board to designate these funds to specific committees as necessary.
2 Executive Board to approve these funds for use by the four sections and the Library Education Committee for 24th Biennial Conference expenses.
3 Estimated costs only; Budget Committee to obtain accurate cost figures.

REPORT OF THE INTERSTATE LIBRARY COOPERATION COMMITTEE

As a result of considerations of the SWLA Interstate Library Cooperation Committee concerning establishment of interstate library programs in the SWLA region which have been approved by the Executive Board in principle, this conference was held in Arlington, Texas, September 16 through 18, 1970. The conference was funded by the state library agencies of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma and Texas. Four working papers were presented to the sixty-two registrants consisting of state library association presidents, state library agency personnel, library educators, representatives of the state planning offices, directors of major libraries in the region, the USOE Region VI library program officer and a number of invited guests from outside the region.

Invited guests included Burton Lamkin, head of the Bureau of Library and Educational Technology of the U. S. Office of Education, Dorothy Kittle, Title III advisor for the Bureau, Shirley Brother of the Southeastern USOE Region, representatives of the two regional interstate higher education (SREB and WICHE), and a number of other persons interested in and knowledgeable in this field of interest.

There were seven conference objectives which in summary were to investigate the feasibility of the concept, study needs of the region, consider organizational structure possibilities, and identify and recommend at least one cooperative project to initiate this fiscal year.

Papers were presented which had a bearing on the objectives following which the state planning officers were asked to address themselves--which they did in favorable terms.

Following this groundwork, the participants were divided into five groups of ten to twelve members each. These groups each reflected different types of libraries, persons from the various states, and at least one planner from each state. These groups met in two sessions, each lasting two and one-half hours. After the first group sessions, reports from each were presented to the full assembly; following this was the second group session which afforded an opportunity to consider the ideas and recommendations of the other groups.

Library needs in the region as identified by the groups and the full assembly included:

- Education of library personnel, including continuing education
- Improved access to resources
- Bibliographic control (particularly of state and municipal documents)
- Reaching non-users, including the urban and rural disadvantaged and those in sparcely settled though large geographical areas
- Shared data processing expertise and products
- Development of a library research center to provide information for better planning
- Resources directory of strengths in the region
- Shared personnel and expertise in program development and implementation
- Project coordination for the region
- Establishment of some sort of "clearinghouse" to provide communication and information on projects being planned or

undertaken in the region
Exchange of library science students.

During the final session, the assembly stated strongly to the SWLA Interstate Library Cooperation Committee that it should inform the SWLA Executive Board of the assembly's committment to regional library development. It recommended that a coordinating office be established and that perhaps a task force be established to identify needs and projects. State library agency representatives were polled, and they agreed there should be no objection to some funding of mutually beneficial library programs in the region.

REPORT OF THE SWLA/AMBAC JOINT COMMITTEE

November, 1970

In November, 1969, Mrs. Allie Beth Martin, President of the Southwestern Library Association and Senor Ario Garza Mercado, then President of Asociacion Mexicana de Bibliotecarios, established a joint committee of the two associations comprised of three members from each of the two associations. The purpose of the joint committee was to "develop preliminary recommendations for better coordination of our efforts."

John Wayne Smith, then President of the Border Regional Library Association, agreed to serve as chairman of the committee and Mrs. Grace Delph, Flagstaff Public Library, Flagstaff, Arizona, and Mr. Robert Houze, Trinity University, San Antonio, Texas, accepted appointments to the SWLA half of the committee. Mrs. Delph moved with her husband to California and had to resign her position with the joint committee. In July of this year Mrs. Ethel Swafford, Memorial Library, McAllen, Texas, agreed to fill the vacancy left by Mrs. Delph.

After the election of new officers of AMBAC, President Elvira Barberena automatically became a committee member and, in turn, appointed Professor Robert A. Gordillo, Director of Libraries of the Mexican Technological Institute and Professor Jorge Arellano Trejo, Director of Libraries of the Mexican Social Security Institute.

A query letter was sent out by Chairman Smith to the membership requesting suggestions and recommendations for areas of desired possible preliminary recommendations for better coordination of library efforts in the two countries.

The most popular recommendation was to establish an exchange of librarians to work in libraries for a designated period of time. The first major step toward this goal is finding financial resources to fund a librarian exchange program. Librarians on both sides of the Border are always operating with limited resources and many have restrictive hiring regulations. Outside funding for such a project is essential. Investigation of possible sources of funding is now underway.

Another proposal, suggested by Robert Houze, was to solicit the support and backing of the AMBAC for the Texas Consortium for Microfilming Archival Resources Project. Mr. Houze will draft a letter to be sent to President Barberena for consideration by the AMBAC.

A project of more immediate attention, and one which promises to be both fun and educational, is a planned trip to Mexico City. The trip, scheduled for February 24 through 28, 1970, will be a five day jaunt with tours to various libraries, museums and other points of interest. There will also be meetings with Mexican librarians. A common point and time of departure will be San Antonio, Texas. Additional information will be available at the SWLA booth in the Sheraton Fort Worth during the SWLA Conference in Fort Worth, November 5-7.

Respectfully submitted,
John [illegible]e Smith

REPORT OF THE RESOLUTIONS COMMITTEE

The following resolution, as approved by the Executive Board, was presented to Miss Virginia H. Mathews, Deputy Director of the National Book Committee, at the Fourth General Session on Friday, November 6, 1970.

Resolution in Appreciation of Outstanding Services

WHEREAS, the Southwestern Library Association has been especially privileged in the planning of this conference in having the assistance and participation of a distinguished consultant, editor, writer, lecturer, and instructor in the field of books and reading, and

WHEREAS, that participant is recognized by the members of the Southwestern Library Association and by librarians and educators throughout the Southwest, the nation, and abroad as the 1965 recipient of the Constance Lindsay Skinner Award, the President of the Women's National Book Association, and a Senior Associate for Reading Development for the Association of American Publishers, and

WHEREAS, that participant has provided inspiration, impetus, guidance, and training to librarians in the National Library Week Program since 1958 and, most recently, in the Right to Read Program,

RESOLVED, that the Southwestern Library Association at the twenty-third biennial conference in Fort Worth, Texas, on November 6, 1970, express its sincere appreciation to MISS VIRGINIA H. MATHEWS, Deputy Director of the National Book Committee/National Library Week Program, for her exemplary service to librarians and libraries and for her assistance in the planning of this conference of the Southwestern Library Association, "The Humanist Counter-Culture in a Technological Age: Future of Adult Reading and Media in America."

David L. Reich, Chairman
Miss Mattie Ruth Moore

REPORT OF THE EXECUTIVE SECRETARY TO THE EXECUTIVE BOARD

October 22, 1970

The following will supplement reports made to the Executive Board at ALA Conference and Midwinter meetings during the biennium

Institutional Memberships

The executive secretary has mailed copies of the Newsletter, as published, to institutional members, and has handled correspondence concerning claims and other matters regarding subscriptions or memberships which have been addressed or forwarded to her. In a number of cases, inquiries have concerned subscriptions, which in this case involve memberships, resulting from this correspondence. Some memberships have resulted from letters sent earlier, as reported at the Midwinter meeting. Form letters have been altered to establish a consistent practice of regarding the membership for the biennium to include the two calendar years, rather than conference to conference, thus establishing clearly which Proceedings is included.

Sale of SWLA Publications

The price lists and form letters concerning the availability of back issues of the Newsletter and Proceedings sent in early spring continue to bring orders, sometimes for complete back files, from libraries and library schools. Price lists will be revised after the biennial conference, after discussion with the editor of the Newsletter, and with the approval of the president and president-elect, as the number of copies of some issues will require further Xeroxing for complete files. Following decisions on prices, notices will be placed in both the regional and national journals. The sale of these back issues is of benefit both to the association, which profits financially, and the profession, through the distribution of valuable library history through the records of the association.

Travel Expense

Travel in the service of the association since the ALA Conference has involved one-day trips to Tulsa and Oklahoma City authorized by the president and president-elect, and will involve the biennial conference itself. Only daily expenses were required at Detroit this year, as the conference city was a stopover in a trip paid for by another source.

Calendar and Directory

Partial revision of the directory has been made for the Executive Board, including the principal officers and some committees which have had considerable additions or changes; a new directory will be sent to members of the board as soon as the new officers are officially elected and new committees for the next biennium have been appointed. Additions or corrections to the calendar will be appreciated.

Conference Activities

The executive secretary has worked closely with the president and the program chairman and local arrangements chairman in making arrangements, issuing invitations, confirming assignments, etc., and will be at Fort Worth on November 2 to assist the local arrangements chairman with packets or in any other way desired. As usual packets with available reports have been sent to the board.

Della Thomas, Executive Secretary

REPORT OF THE TREASURER
Balance Sheet
October 31, 1970

Assets

Current Assets	
Cash	$2,271.89
Investments	
Saving certificates, Denton Federal Savings and Loan	2,000.00
Equipment	
Typewriter	165.00
Total Assets	$4,436.89

Liabilities and Equity

Equity	$4,436.89

BUDGET COMPARISON
October 31, 1970

	Budget Revised 6-24-69	Expenses 5-22-69 to 10-31-70	Increase (Decrease)
Executive Board			
Treasurer's expense	$ 100.00	56.94	43.06
Travel, meals, lodging	200.00	239.20	39.20
	300.00	296.14	3.86
Committee Expenses			
Scholarship Award (1)	-0-	375.00	(375.00)
Publications			
Newsletter			
Printing and postage	2,100.00	2,059.21	40.79
Editor's salary	200.00	200.00	-0-
Conference Proceedings			
Printing and postage	250.00	327.48	(77.48)
	2,550.00	2,586.69	(36.69)
Awards	100.00	86.24	13.76
Dues	50.00	70.00	(20.00)
Executive secretary			
Salary	800.00	600.00	200.00
Payroll taxes	50.00	28.80	21.20
Travel	650.00	258.73	391.27
	1,500.00	887.53	612.47
Office supplies	500.00	750.72	(250.72)
Miscellaneous			
Conference advance (2)	-0-	100.00	(100.00)
TOTAL	$5,000.00	5,152.32	(152.32)

(1) Payment approved by special board meeting.

(2) Payment offset by deposit from savings.

FINANCIAL STATEMENT FOR CONFERENCE ON THE
SOUTHWESTERN LIBRARY COOPERATIVE ENDEAVOR (SLICE)
September 16-18, 1970

Receipts

From state libraries*		
Arizona	$ 330.00	
Arkansas	150.00	
Louisiana	500.00	
Oklahoma	250.00	
New Mexico	150.00	
	$1,380.00	
Registration	$1,534.00	
Other (cash bar)	143.00	
Total receipts		$3,057.00

Disbursements

Travel to Arizona delegates	$ 180.00	
Travel to Louisiana delegates	348.00	
Inn of the Six Flags	1,323.80	
Total disbursements		$1,852.60
Cash balance October 31, 1970		$1,204.40

*Texas paid $230.00 directly to Mrs. Genevieve Casey, a consultant speaker for the conference.

STATEMENT OF ACCOUNT
May 22, 1969 - October 31, 1970

Cash on deposit, May 22, 1969				$4,037.83
Cash Receipts				
Annual dues	1969	1970	Total	
Arkansas	213.20	-	213.20	
Arizona	152.00	-	152.00	
Louisiana	248.40	230.00	478.40	
New Mexico	69.80		69.80	
Oklahoma	-	126.20	126.20	
Texas	448.60	521.80	970.40	
	1,132.00	878.00	2,010.00	
Institutional Dues 1969-70			946.00	
Institutional Dues 1971-72			126.00	
Personal Dues			2.50	
Proceedings			152.00	
Dividends from Savings			49.88	3,286.38
Transfer of funds from savings				100.00
Total cash available				7,424.21
Cash Disbursements				
Executive board				
Treasurer's expense	56.94			
Executive board meeting, Midwinter	144.00			
Executive board meeting, summer	95.20	296.14		
Committee Expense				
Scholarship		375.00		
Publication - Newsletter				
Printing and postage	2,059.21			
Editor's salary	200.00	2,259.21		
Conference Proceedings				
Printing		327.48		
Awards		86.24		
Dues				
American Library Association	50.00			
Asociacion Mexicana de Bibliotecarios, A. C.	20.00	70.00		
Executive Secretary				
Salary	571.20			
Payroll taxes	57.60			
Travel	258.73	887.53		
Office Supplies				
Stationary and supplies	405.77			
Xerox service	79.95			
Petty cash (postage and supplies)	100.00			
Typewriter	165.00	750.72		
Conference Advance		100.00		
Total disbursements				5,152.32
Cash on deposit, October 31, 1970				$2,271.89

ARIZONA LIBRARY ACTIVITIES, 1969 and 1970

Libraries for Arizona: A Plan

The major accomplishment of the past two years was the development of the Libraries for Arizona: A Plan. The Arizona State Library Association initiated the development and presentation of the plan. Its past two annual conferences were devoted to this undertaking. At the 1969 meeting, the recommendations made in the Arizona Library Survey; a comprehensive study of library services in Arizona with a projection for future service, were studied and suggestions made to the Library Development Committee for its implementation. The committee then drafted a plan - one which will strengthen all libraries through regional centers. This was introduced to the ASLA membership at its 1970 spring conference where six regional Task Force Groups were established to review and discuss the objectives of the plan and to formulate area plans based on the concepts defined in the plan. The final version of the plan which incorporated the changes suggested by the membership was approved by the ASLA Executive Board.

The committee is now developing a public relations program and a public information brochure. The information program is twofold. One, the continuation of regional meetings to be held in conjunction with the regional Information Science Seminars, and two, the employment of a public relations firm to help plan a continuous public information program and produce a brochure covering the essentials of the statewide plan to be used with legislators and the public. Funds for this program have been contributed by several Arizona firms as matching funds for a LSCA Title III grant.

State Grants - In-Aid

The State Department of Library and Archives received $100,000.00 from the State Legislature for state grants-in-aid for county libraries. This is full funding for 1970-71. $25,000 was appropriated for 1969-70.

County Library Systems

Arizona now has a county library system with eleven of its fourteen counties participating.

Two counties, Navajo and Apache, are provided bookmobile service by the Four Corners Commissions Project. $25,000.00 was awarded by the commission to the State Library for this purpose. Seventy-five per cent of the population in this area is Indian.

The Arizona Regional Library for the Blind and Physically Handicapped

The library was established in Phoenix in February, 1970, to serve all handicapped residents in the state with talking books, tapes and braille.

The Arizona Medical Library Network

The Network, a project of the Arizona Regional Medical Program is now in operation. It provides health practitioners access to information in medical libraries throughout Arizona and the nation. Mr. David Bishop, librarian of the University of Arizona Medical School, is the director.

TWX Network

Interlibrary cooperation has been improved with the expansion of the TWX Network, a LSCA Title III funded project. The circuit now includes the state's three university libraries, the Phoenix, Prescott, Safford, and Tucson public libraries, the Tombstone Reading Station, and the Arizona State Library Extension Service.

Arizona Highways Index

The 1967 and 1968 indexes have been published by the Arizona State University Bureau of Publications. The five-year cumulation for 1962-1966 has been completed by the Index Committee.

Programs of Continuing Education

The Information Science Committee of ASLA is conducting four seminars on Automation and Computer Uses in Flagstaff, Tucson, Yuma and Phoenix under the direction of Mr. David Mamalis of the Department of Library Science, A.S.U.

The School Libraries Division, ASLA, held its second biennial series of "Info 1969-70" meetings in Tucson, Mesa, and Prescott. These were conducted as one-day workshops for teachers, school admistrators, audio-visual coordinators, and librarians with the theme, "The Dynamic Merge," which combines technology with library service.

A five-day symposium on Mythology, Folklore and Fantasy was co-sponsored by School Libraries Division, ASLA, and the University of Arizona Department of Library Science in Phoenix in June, 1970. Mrs. Mae Durham, of the University of California, Berkeley, directed the workshop with Lloyd Alexander and Ann Durell as participants. 198 persons attended.

The School Libraries Division, ASLA, cooperated with the Arizona Music Educators Association, Arizona Association for Audio-Visual Education and the State Department of Public Instruction in sponsoring the Music-Media Conference held at the University of Arizona on January 9-10, 1970.

The School Libraries Division participated in the second annual conference on Teaching English in the Southwest.

A joint meeting of the Special Libraries Division and the Rio Grande Chapter of the Special Libraries Association on Library Networks and Communication was held in Phoenix on February 7, 1970.

A Reference Training and Service Enrichment series of five programs has been scheduled during October, November, December,

1970, and January, 1971 for the personnel of Mesa, Scottsdale and Tempe Public Libraries, and the Mesa and Scottsdale Community College Libraries. This is a LSCA Title III program.

The Public Relations Seminar, hosted by the Public Libraries Division at the Scottsdale Public Library on October 30, 1969, was designed for Arizona librarians interested in developing or implementing their public relations programs. Dr. Larry Allen, Dean, Graduate Library School, University of Kentucky, conducted the workshop.

The Library Education Committee, ASLA, conducted two ACTION Workshops for nonprofessional library personnel. The committee sponsors ALTA, the Arizona Library Technicians and Assistants group.

The Modern Systems Management Techniques, a three-day seminar, was conducted by Mr. Paul St. Pierre, formerly of the New York Public Library, at the Tucson Public Library on September 28-30, 1970.

The Hispano Workshop, co-sponsored by Arizona and New Mexico, was the first such activity in the WICHE continuing education program for all library personnel. Its proceedings are now available.

JAM Fair Booth

JAM (Junior Arizona Members) sponsored booths at the Arizona State Fair in 1969 and 1970, as a means of promoting library service. A model library reference service was featured in 1969. The total project was an effective public relations activity. The booth received both newspaper and television coverage. The theme in 1970 was MULTIMAGE. The variety of materials available in libraries was emphasized.

The Student Library Association of Arizona

The Student Library Association of Arizona, under the direction of the School Libraries Division, has sent books to Vietnam, magazines to the Children's Colony in Randolph, Arizona, and raised over two hundred dollars for the purchase of library materials for the Arizona State School for the Deaf and the Blind.

Potpourri

The Special Libraries Division of ASLA conducts a Clearinghouse for Job Placement. A file of applicants from which potential employers may draw is maintained and, on request, makes available information concerning job opportunities in special libraries throughout the state.

The first full-time students began their studies in the Master of Library Science program at the University of Arizona in September, 1970.

Miss Mary Choncoff has been appointed director of the Library Division, State Department of Education.

The Arizona State Library Association was officially incorporated on November 7, 1969.

The Alhambra School District #68, Phoenix, was the first place winner in the 1970 Encyclopedia Britannica School Library Awards program.

The revised edition of the Arizona Special Libraries Directory was published in the summer of 1969 by the Special Libraries Division.

10 library buildings, 7 public and 3 college and university, were constructed in 1969 and 1970.

Mae M. Wiita, Arizona State Library
Association Representative to SWLA

REPORT OF ARKANSAS LIBRARY ACTIVITIES, 1969 and 1970

Arkansas libraries reached some of the goals for 1969-70, but failed to reach the long range goal of a new state library building on the state capitol grounds. One goal was a membership of 1,000 in the Arkansas Library Association, and this was reached in 1969 with a membership of 1,038. In 1970 the membership fell to 940 with most of the loss in the school librarians' division attributed to the fact that schools failed to receive federal funds early enough to continue some library programs. At the annual conference of the association in 1969 there was an attendance of 559 and in 1970 an attendance of 519----both were over 50% of the membership.

The state library building hinged on Act #341 which enabled the citizens of Arkansas to have a referendum vote at the 1970 general election for a bond issue of three million dollars for a state library building to be financed by a small increase in the corporate franchise tax. In spite of the work of librarians, trustees, and friends of libraries to educate the people of Arkansas to the value of Act 341, the measure failed. The Committee of 100 secured the endorsement of both gubernatorial candidates and many civic and professional organizations. The failure has been attributed to the mood of the voters who voted against every measure on the ballot. The legislative committee immediately started working with the new administration to try to get the state library into the regular building program of the 1971 session.

Arkansas achieved a first in the form of the first Workshop in Library Materials for Economic Education in the United States. The workshop was sponsored by the Arkansas State Council on Economic Education, the Arkansas State Department of Education, and Henderson State College. The workshop was held on the campus of Henderson State College in Arkadelphia, Arkansas, August 3-8, 1969. Seventy-five school, college, and public librarians took advantage of the opportunity to learn about economic problems that face the nation today and about materials to provide patrons who are concerned with economic decisions in every day living. Room and board expenses at the college were paid by the Arkansas State Council on Economic Education. For the benefit of those who could not go to the workshop at Arkadelphia, the Arkansas Library Commission sponsored a one day summary workshop on December 9 on Economic Conditions in Arkansas Past, Present, and Future. Nearly one hundred librarians took advantage of this one day session sponsored in part by LSCA Title III, Interlibrary Cooperation.

During this biennium six reference workshops sponsored by the Arkansas Library Association and Arkansas Library Commission were held. On May 8, 1969 Miss Maryann Duggan, director, Industrial Information Services Science Information Center, Southern Methodist University, Dallas, Texas, served as consultant and Dr. Barton Westerlund, Arkansas Industrial and Research Center, served as chief resource person. They explained networks of communication and cooperative reference services in libraries.

A series of five Reference Workshops for branch librarians of public libraries was held during April, 1970. Miss Rose Hogan, president, Arkansas Library Association, and Mrs. Carol Wright, chairman Public Library Division together with her staff member, Mary Lee Pinkerton, from the Ozarks Regional Library in Fayetteville, were in charge of the programs. Meetings were held in Harrison,

Hope, Monticello, Helena, and Jonesboro with a total attendance of 246. The workshops were most successful in that they provided a day of professional and social contact for librarians from small branch libraries and in-service training in the use of four basic reference books----atlas, almanac, unabridged dictionary, and an encyclopedia. Each person was given an assignment ahead of time to report on an item in World Almanac that she had not previously known was in the Almanac. Some reports were hilarious, and this made a good opening to the meeting.

Two workshops for school librarians were sponsored by the School Library Division of the association. A Multi-Media Specialists' Workshop on the implementation of the new standards was held August 18-19, 1969, on the campus of Arkansas State University in Jonesboro, Arkansas. The keynote speaker was Miss Laura Dell Justin who was then serving as assistant executive secretary of the American Association of School Librarians. On August 4-5, 1970, a workshop titled "Mastering Multi-Media-3M" was held at the Fine Arts Center of the State College of Arkansas in Conway. Field trips included tours of the Arkansas Educational Television studios, Conway High School's new library, and a tour of the library at the Arkansas Children's Colony.

For many years the Arkansas Library Association has chartered a bus for Arkansas librarians and friends to travel to the ALA annual conference. Thirty-five librarians and friends took advantage of the "Workshop on Wheels" to attend the 1969 conference in Atlantic City. In June, 1970, for the 15th time a chartered bus took the Arkansas group to the ALA Conference in Detroit. The Arkansas Library Association also took a charter bus to the dedication of the Columbia County Library in Magnolia on April 26, 1969, and to the SWLA meeting in Fort Worth.

The Arkansas Library Association always co-sponsors the Arkansas Book Fair along with the four public libraries of greater Little Rock. The 14th Arkansas Book Fair was held in the North Little Rock Armory on October 28-31, 1969. Each day the 864 seats were filled for the morning and afternoon programs and many others came just to examine the books. In addition to the 1800 hardback books on display there were 600 paperback books suitable for K-8 grades. Visiting authors were Robert Burch, Charles Paul May, and Jimmy Driftwood, Arkansas' own doctor of folklore.

With the help of Title II LSCA funds four new public libraries were completed----Desha County Library in McGehee, Arkansas; Jacksonville Public Library, a branch of the Pulaski-Perry Regional Library; Franklin County Library in Ozark, Arkansas and Bryant Public Library, a branch of the Saline County Library.

The post office in Magnolia was completely remodeled for use as the headquarters library of the CLOC Regional Library. Half of the city hall building was remodeled for the Cotton Plant Public Library, a branch of the Woodruff County Library. In DeQueen, Arkansas, a church was purchased and remodeled for the Sevier County Library, branch of the Southwest Regional Library. Additions were built to the Dardanelle Library, headquarters for Arkansas River Valley Regional Library; Baxter County Library in Mountain Home; Fayetteville Public Library, headquarters for Ozarks Regional Library; Dallas County Library in Fordyce; Jonesboro Public Library, headquarters for Crowley Ridge Regional Library; and the William F. Laman Library in North Little Rock. In Clarendon, Arkansas Dr. Margaret Moore Jacobs gave the money in memory of her husband for a library wing in the new city hall. Then Dr. Jacobs furnished

the city hall as well as the John B. and Margaret Moore Jacobs Memorial Library. A total of five new buildings, three remodeled buildings, six additions to libraries were completed during this biennium----all with Title II LSCA funds except the Clarendon Library.

In July, 1969, Arkansas' Library Service to the Blind and Physically Handicapped opened in rented quarters on the ground floor under the Arkansas Library Commission. For many years Arkansas blind persons had been dependent upon the generosity of the Oklahoma State Library for services. In January, 1969, the Arkansas Legislature approved a request for $25,000 additional state money to match $25,000 in federal funds to establish Arkansas' service to the blind. Three staff members spent a week in Maryland, Connecticut, and Rhode Island and the Library of Congress studying programs for serving the blind. Circulation increased by 5,000 during the second quarter and there has been an addition of 200 readers since the records were moved to Arkansas.

In the fall of 1970 a children's book award honoring Charlie Mae Simon was established by the Elementary School Council of the State Department of Education. The purpose of the award is to promote the reading of recommended books in the 4-6 grades and to honor a distinguished Arkansan, Mrs. John G. Fletcher, who writes under the pen name of Charlie Mae Simon. A master list of 24 books published in 1968 has been selected by the committee and sent to all elementary schools in Arkansas. Voting will take place in the spring and the author of the award winning book will be honored during National Library Week. The Arkansas Library Association and Arkansas Library Commission are co-sponsors of the award.

Freddy Schader, Arkansas Library Association
Representative to SWLA

LOUISIANA LIBRARY ACTIVITIES, 1969 and 1970

With the successful completion of the Jefferson Davis Parish Library Demonstration there are now locally supported public libraries in all Louisiana parishes. Library development in the state is now being directed toward the formation of larger units of service.

The Trail Blazer Pilot Library System is a first step in providing improved services through cooperation and coordination that extends not only beyond parish boundaries but beyond the doors of all types of libraries. It includes three academic libraries and thirteen public libraries with Ouachita Parish Public Library in Monroe serving as the system library center and Miss Frances Flanders serving as director. The system is being conducted by the State Library at the request of the Louisiana Library Association to test the system concept. It is financed with Library Services and Construction Act funds.

The State Library Processing Center which began operating in September, 1968, with twelve members completed fiscal year 1970, with thirty-six members. This number includes 29 public, and 6 institutional libraries as well as the State Library.

The TWX Communication Network inaugurated in January, 1969, was expanded in 1970 to extend the service benefits, demonstrated in 1969, to a far larger portion of Louisiana's population. With an IN-WATS telephone installation, the State Library now functions as a referral and switching center, to coordinate the use of teletype and telephone channels for optimum effectiveness.

The Survey of Library Resources in the state begun in June, 1969, is nearing completion. The report to be printed by the end of 1970 will analyze the subject strengths of 250 libraries of all types.

With the cooperation of the Department of Corrections, the State Library has jointly financed pilot libraries at the three adult correctional institutions in the state: Louisiana State Penitentiary, Angola; Louisiana Correctional and Industrial School, De Quincy and Louisiana Correctional Institute for Women, St. Gabriel. The library at the State Penitentiary has reached the end of the pilot period and is now funded by the penitentiary.

With the cooperation of the Department of Hospitals, the State Library opened a similar pilot library at the Central Louisiana State Hospital in Pineville in May, 1970. They are presently working with the Schools for the Retarded at Leesville and Ruston to give library service to their students before the end of 1970. The book collections at all of these institutions were specially selected to meet the needs and interests of the residents and the service planned to contribute to the rehabilitation program.

ALA-SWLA Goals Award Project: A total of 54 persons (12 public, 21 academic, 5 special, 10 school and 6 trustees) participated in answering the interview schedules for the Louisiana portion of the study. Through these, opinions and suggestions concerning chapter relationships on the state, regional and national levels were tallied with those from the five other SWLA states to determine some strong and weak areas at all library organizational levels.

In mid-September the state's survey team chairman met with the director to review this report and then with the Project Council. State associations will be asked to consider with their members some conclusions and recommendations at their annual conventions in the Spring of 1971.

Buildings to bring better service to Louisianians were completed as follows. Main libraries: Grant Parish, Union Parish, Catahoula Parish and Opelousas-Eunice Public Library. Branch libraries: Lake Forest Regional Branch, New Orleans; East Houma Branch, Terrebonne Parish; Grand Isle Branch, Jefferson Parish; Jonesville Branch, Catahoula Parish. Renovations and additions: Ouachita Parish Public Library and Gentilly Branch, New Orleans. Under construction: St. James Parish Library and Richland Parish Library.

Lou Venia G. Jones, Louisiana Library
Association Representative to SWLA

NEW MEXICO LIBRARY ACTIVITIES, 1969 and 1970

Several projects completed during the last two years were directed toward improving communication and interlibrary loan service in New Mexico. IN-WATS service was provided to libraries through the State Library, a state inter-library loan code was adopted, and the new edition of the Southwestern Union List of Serials was published. Both the IN-WATS service and the Southwestern Union List were funded through LSCA Title III. A series of area meetings was sponsored by the State Library to make known and to encourage the use of these services.

The Southwestern Union List which was published during the winter of 1969-70 was distributed to all libraries in the state and a limited number of copies made available to out-of-state libraries upon request. Ways and means of keeping the list up-dated are still being investigated.

As the beginning step in long range planning, the Arthur D. Little Company, under contract with the State Library Commission, conducted a state survey, the results of which have been published under the title New Mexico Library Resources; Present Status and a Plan for the Future. LSCA Title III funds were used for the survey and are being used for the follow-up activities which are under way.

The services of the Bureau of Business Research at the University of New Mexico have been secured to work with the State Library and the Library Development Council on developing and writing a state plan. Through the combined efforts of these agencies and with the cooperation of the New Mexico Library Association, a plan is beginning to evolve. Early in September, 1970, a meeting of members of the Library Development Council and others interested in the development of libraries was held to begin work on defining goals and identifying areas of greatest need. Further discussions will be held at area meetings.

A steering committee selected from participants in the fall meeting has developed an outline of a plan. Briefly this outline calls for the identification and integration of all library resources and services presently existing in the state in order to develop a "network of reference and loan activity to satisfy the information requirements of each person from resources within the state whenever possible."

To accomplish this, a data base would be developed which would identify and locate resources in the state. Libraries would be linked to the data base and to each other through TWX or other means of rapid communication. Among other services, cataloging and bibliographic services would be provided from the data base, by providing locations of in-state holdings and through building an adequate collection of bibliographic tools. A system of state and local support would be developed to provide appropriate funding for the various types of libraries, with special financial assistance for those libraries which would carry the major load of reference and lending activities.

A dual purpose media center would be established. One of its

functions would be to acquire microform backfiles of journals and state documents from which on-call printouts would be made. The second function would be to acquire and service other media material.

Library service to smaller communities unable to provide for themselves would be provided through a system of regional services either through the State Library or by contract with a larger library in the region, while mail order service would be provided to places reached by no other means.

Services to the Indian, Spanish-speaking and disadvantaged segments of the population would be furthered by the State Library through providing consulting and guidance service to concerned libraries in addition to needed materials.

Last, but not least, the outline recognizes the need for preservice and in-service training assistance for all levels of library personnel.

While planning is continuing, at least one project is in progress which will benefit more than just New Mexico libraries. This is the compilation of a checklist of holdings of New Mexico newspapers which is underway at Eastern New Mexico University.

In addition to full cooperation in the development of the plan for state-wide library service, the New Mexico Library Association is beginning to consider directions for its own growth. A newly appointed committee is beginning to work on defining short and long range goals for the association.

Various workshops and institutes have been held. Library service to minority groups was the subject of both a workshop and an institute. The participation in both shows there is a real need for information in this area - both had to turn away a number of people who would have liked to have attended. The WICHE workshop, "Hispano Library Service," was one of the WICHE programs on continuing education. It was held in Santa Fe during the spring of 1970 with 70 people participating. The institute, "Training Librarians to Work with Mexican-Americans and Indians," was held at New Mexico State University and funded through an HEW grant to the ERIC-CRESS Clearinghouse. A different type of workshop was held at Eastern New Mexico University during the summer of 1969. This was a workshop for student library assistants and pages which, among other things, featured techniques such as operating audio visual equipment and book mending.

A number of public libraries in the state expanded into new or enlarged quarters, these are the libraries in Santa Rosa, Jal, Hobbs, Raton, Gallup and Silver City. The people of Alburquerque recently approved a $4,970,000 bond issue for the construction of a new main library. Land has been purchased in downtown Albuquerque and the architects are working on plans.

Mildred A. Barrett, New Mexico Library
Association Representative to SWLA

OKLAHOMA LIBRARY ACTIVITIES, 1969 and 1970*

Oklahoma Library Association Accomplishments:

1. Adopted a set of new goals for the association
2. Many divisions held workshops in special subject areas (e.g. OLA Library Automation Steering Committee sponsored a workshop on MARC which was conducted by Henriette Avram of the Library of Congress).
3. National Library Week, chaired by Mrs. Dewey Bartlett wife of the Governor, conducted an extremely active program, winning the state an honorable mention award.
4. Oklahoma Library Association adopted a new Constitution and ByLaws.

Oklahoma Legislature tripled state aid for public library development from $50,000 to $150,000.

Oklahoma Legislature appropriated $2,150,000 for a new state library building and a site has been designated. Architectural planning is underway.

Citizens of Oklahoma County voted bonds for two new branch libraries.

McAlester Public Library Building, headquarters of Choctaw Nation Library System, was dedicated by the Honorable Carl Albert, speaker of the House of Representatives.

New library buildings were dedicated at Guthrie and Atoka, Oklahoma.

Tulsa City-County Library carried out a successful program funded by the National Endowment for the Humanities.

Maximum milage levy for library system support was voted by Coal, Haskell, Latimer, LeFlore and Pittsburg Counties.

Ralph H. Funk, Oklahoma Library Association
Representative to SWLA

TEXAS LIBRARY ACTIVITIES, 1969 and 1970

The T.L.A. Council in session at Amarillo, Texas, in April 1970, assumed the new role of being knowledgeable about and giving support to the State Library in explaining the benefits to libraries and other education agencies of the Library Systems Act. Joint efforts were pledged to assist necessary legislation to make the proposed funding a reality at the 62nd Texas Legislature which convenes in January 1971.

A resolution was accepted that the College Library Division establish a committee on education for Library Technical Assistants and to provide direction and guidance for such programs as are now or are hereafter established in the state.

Sam Whitten, chairman of SWLA Survey Team, explained the survey and arranged for interviewing during the conference of the new SWLA proposal allowing member states to collect dues for SWLA and to retain a percentage for collecting dues.

"Nite Letters" were sent to the Senate Post Office and Civil Service Committees and to the Texas Senators urging the committees not to eliminate the special book and library rates. Also a message to Representative Pryor of Arkansas to restore public library construction funds, college library funds, library training funds, and the Library of Congress Acquisitions and Cataloging funds.

The September Seminar of TLA met in Arlington, Texas, September 11-12, 1970. The keynote speaker Dr. Quinn McKay set the tone of study for the plenary sessions that followed. The subject of his address: Your Role as an Association Leader.

The 1971 Annual Conference of TLA will be held in Corpus Christi, Texas, March 31 through April 3.

The theme: New Directions for Texas Libraries: How to Meet the Challenge of the 70's.

Adel C. Speiser, Texas Library Association
Representative to S.W.L.A.

*Report includes 1970 activities only.

SECTION OFFICERS ELECTED AT SECTIONAL MEETINGS
FOR 23RD BIENNIUM, 1971 and 1972

Children's and Young People's Section
Chairman: Miss Mary Ann Wentroth, Children's Consultant, Oklahoma Department of Libraries, State Capitol 109, Oklahoma City 73105
Chairman-Elect: Mrs. Colleen Salley, Department of Library Science, Louisiana State University at New Orleans 70122
Secretary: Mrs. Cathryne Franklin, Library School, University of Texas, Austin 78712

College and Universities' Section
Chairman: Dr. Edward G. Holley, Director, University of Houston Library, Houston, Texas 77004
Vice-Chairman and Chairman-Elect: James Allen, Librarian, University of Arkansas, Technology Campus, Box 3017, Little Rock 72203
Secretary-Treasurer: Mrs. Florence Harper, Supervisor of Technical Services, Southwest Texas State College, San Marcos 78666

Public Libraries' Section
Chairman: Donald A. Riechmann, Director, Albuquerque Public Library, Albuquerque, New Mexico 87101
Vice-Chairman and Chairman-Elect: Miss Margie Lynch, Librarian, Calcasieu Parish Library, Lake Charles, Louisiana 70601
Secretary: Mrs. Sylvia Mills, Librarian, Stuttgart Public Library, Stuttgart, Arkansas 72160

Technical Services' Section
Chairman: Miss Mary Pound, Chief Catalog Librarian, University of Texas, Austin 78712
Vice-Chairman and Chairman-Elect: Jay Clark, Head, Technical Services, Houston Public Library, 500 McKinney, Houston, Texas 77002
Secretary: John B. Corbin, Student, University of Oklahoma, 1506 Iowa Street, Norman 73069

TECHNICAL SERVICES SECTION
Minutes

The Technical Services Section meeting of SWLA was opened by vice-chairman Mary Pound, chief cataloger, University of Texas, Austin, at 8 o'clock A. M. in the Longhorn Room of the Sheraton-Fort Worth Hotel. The minutes were read by secretary James A. Allen and approved by the membership. Miss Pound advanced to the chairmanship and Mr. J. Carr of the Houston Public Library was elected vice-chairman by acclamation. Mr. John Corbin, presently in the University of Oklahoma Library Systems Management program, was elected secretary by acclamation.

The program topic was "Reading Within Our Region." Mr. Leon C. Metz, University of Texas at El Paso, spoke on "The Archivist and His Sources." Mr. Metz, once described as "University Anarchist," told several anecdotes relating to his research. He mentioned the importance of items that were many times off the record, photos, diaries, papers, reminiscences. Photos seemed to be especially puzzling to older people when there is no written identification on them. Mr. Metz told of his adventures in getting archival material in Janos, Mexico, which was first an outpost of the Spanish in 1600 A. D. There was difficulty in estimating the number of reels of microfilm necessary. About one-third of the actual need was brought along on the first trip. By the second trip the usual permits became difficult and the currently accepted method of border exchange was used. The church where the records were kept had to be closed entirely to keep stray light from affecting the exposure. While filming the first time, a newspaper reporter from a nearby town had observed them briefly and then written an article critical of their effort, saying that materials were being damaged and stolen, all of which was incorrect. Mr. Metz and the other archive personnel visited a nearby school and arranged to have the children visit them while filming. This seemed to be the only method of communicating with the community. Conclusion: an archivist needs technical and public relations skills.

Mary Stith of the University of Oklahoma Press spoke on the topic of regional presses. The University of Oklahoma has now adopted the whole world as their region. Only about one-third of their books are about the Southwest, the Southwest being a nebulous term capable of being described as geographical, having a homogenity of culture, a commonality of history, etc. University of Oklahoma Series of the American Indian now in its 107th volume, was begun long before such topics were popular. Miss Stith said, "Not everything in the past deserves to be loved," and that regional materials must affect a larger audience than simply the region involved. She appealed for more regional bibliographies to be published.

Miss Margaret Hartley, editor of the Southwest Review and the SMU Press, related an incident in international intrigue brought on by one of their author's insistence that certain mail and other contacts be made while she was in a foreign country. SMU regards Arizona, New Mexico, Texas, and Oklahoma as their region in their regional publishing. They have published Comanche and Cherokee materials and the folklore of the oil industry.

Mrs. Katherine McMurrey of the Texas Legislative Reference Library, spoke on behalf of an index of Texas periodicals, Texas 70, a private venture by her and her husband. Approximately 80 current

titles will be included in the first annual. It was created to answer questions of the Texas legislators. There are approximately two hundred annotations of southwestern magazines. In analyzing the contents of the magazines, she concluded that the magazines and their readers were not concerned greatly about humanist values. The Texas Observer was noted as the only "liberal" magazine concerned about ecological and human values, most of the journals backing away from social issues. There was some audience response and questions concerning the Texas 70 index.

James A. Allen, Secretary

COLLEGE AND UNIVERSITY SECTION
Report of Activities
November 4, 1970

The College and University Section of SWLA was represented at the various meetings of the Executive Board during the 1968-1969 Biennium by the chairman.

Following the Tulsa meeting in 1968, the chairman encouraged interest and participation in cooperative projects wherever and whenever possible. He served as president of the Texas Consortium for Microfilming the Mexican Archives, and authored an article describing the Consortium, which was published in the Fall 1969 issue of the Texas Library Journal, and reprinted in the Mexican periodical entitled Archivos De Historia Potosina, June 1970 issue. He also served as president of CORAL (Council of Research and Academic Libraries of San Antonio). The Mexican microfilming project received and will continue to receive impetus through the chairman's membership on the joint committee of SWLA and the Mexican Library Association.

A project of special note of the section was undertaken early in 1970 involving small and medium size university libraries and large university libraries throughout the Southwest. This was a study made determining the programs and projects of college and university libraries for developing and promoting good reading habits on the part of today's college students in both groups of libraries. The findings of these two studies will be reported to the College and University Library Section meeting in Fort Worth, Texas, November 6, 1970. The medium size library study was conducted by Mr. Gerry Taylor, librarian of Arkansas State University, and the large university study by Mr. David Otis Kelly, librarian of the University of New Mexico.

The program for the Fort Worth meeting consists of a panel discussion on the topic Development of Good Reading Interests and Habits in the College Student of the Seventies - A Serious Challenge to Academic Librarians. Panel consists of the following SWLA College and University Section members: James O. Wallace, librarian, San Antonio College; Gerry Taylor, librarian, Arkansas State University; David Otis Kelly, librarian, University of New Mexico; moderator - Robert A. Houze, director of libraries, Trinity University.

Robert A. Houze, Chairman

END